

## PERSONAL

There is, evidently (*The Times*, November 23) a marked trend away from prepackaged cheese, towards the real thing, cut from a whole cheese before our eyes, the weight and freshness of our choice. Nor is this trend confined to cheese. Supermarkets, we learn, are increasingly obliged to sell fresh food, baking their own bread, cutting up, if not actually killing, their own meat, and certainly making their own fresh pasta.

All this makes it hard for the cooking snob, who prides himself on serving only fresh food, cooked at home. It is more and more difficult to distinguish his home-made bread from the home-made bread of Harrods, his chicken Kiev from that of Marks and Spencer. He will soon have to invite his guests into the kitchen to see with their own eyes the tagliatelli hung over the backs of chairs, if they are to believe he didn't buy it ready strung out.

Despite this drawback, the new passion for the real is an advance in taste and must be welcomed. It is not that we are being asked to give up convenience for the sake of reality. There is nothing intrinsically convenient for the consumer in having to buy cheese in impenetrable plastic armour;

and fresh pasta is twice as quick to cook as the old packaged kind. The victory of the real over the fake seems to be universal, given time. Think of min-made fibres. I can recall the excitement, after the war, of getting a present of nylon underclothes from the United States. They were wonderfully white and slippery, and they would never wear out. That they soon turned a strange greenish grey, and were hot and uncomfortable to wear, I put down to faults in myself. Nylon was to be the material of the future, and we had to like it. Only gradually did it become clear that nylon and all its successors, crimplene, dralon, the lot, were intolerable. Only fairly recently has absolutely everyone trailed round the shops demanding cotton and wool. Who in the world would now voluntarily sleep between nylon sheets?

Perhaps, then, there is a law that eventually people will prefer the better to the worse, the real to the fake. It would be encouraging to think that it was so. And after all it is the faith of education that there is such a law; without such optimistic hope teachers would hardly be able to carry on their trade. Though parents tend to hold that their own children's needs must



Mary Warnock

seek the lower when they see it, teachers are professionally committed to the opposite view.

We may perhaps be seeing the law in operation, though weakly and waveringly so far, in the field of broadcasting. The investigations of *Which?* recently showed that people watch less

television than they did, and that they don't, on the whole, want breakfast television at all. But the signs, though faint, are good.

As far as breakfast television goes, it may be a sign not so much of the operation of the reality law, as of plain common sense. Before breakfast television was introduced, there were dreadful forebodings, expressed at all the public meetings, that children would refuse to go to school, seduced as they would be by the Mission to Explain. Awful pictures were painted of people too deeply hooked on last night's news even to go out and collect their dole money. As things are, there is no one with a mission of any kind on the screen, but equally no one is seduced. Apart from those whose clock has gone to the meanders, or whose children have taken the only radio into the bathroom, people don't on the whole watch television in the mornings.

But fewer hours of other television? We know that the drop in viewing hours is caused more by a switch to video than by a sudden upsurge of critical acumen in the public. And we also know that much of the video material watched is of a nastiness unimaginable on regular television.

Nevertheless, I am not sure that the signs are wholly gloomy. After all, we went through a phase of thinking that even nylon sheets were what we wanted. Now we know better. And at least video is getting used to the world of free choice. What could be more innocent and beneficial than to be able to choose, as some young unemployed of my acquaintance do, who can't afford to go out in the evenings, to sit at home every day for a week watching *Some Like It Hot*? And next week it can be something equally excellent.

When cable comes, the choices will be far greater, and the spirit of educational optimism, the belief that people will at last prefer the better to the worse, must be the guiding faith of those who are to make decisions in the new field. The decision-makers will be looking closely at the market, their interests predominantly commercial. But the market will gradually display an improving taste. As things now are, the law may have to intervene to control the nasties. Later, the nasties, and the phones and the bad, may be excluded by those same commercial considerations which are forcing the supermarkets to bake bread on the premises. That must be our hope.

## DIARY

## ILEA is looking good for survival

To County Hall for an impressive ILEA unity parade. Ms Frances Morris, tell seemed to have issued a sartorial fibre like whip, the men actually put on ties, the women their best frocks.

The only absentee was Tory leader, David Smith, who professes radiology at King's College Dental School. We were told he was examining students, but with us in spirit.

His absence was amply compensated for by one of his deputies, Herbert Sandford, who waxed eloquent about the absurdities of his Government's proposals: "Gargles of borough councillors." "A rag bag of joint boards and quangoes."

The assembled bishops and peers listened to the proceedings with careful attention; it is the House of Lords which will act as a final appeal court on the Government's proposals, when they have a chance to vote on the legislation next summer.

If you can get decent odds on ILEA's survival as a directly elected authority, I'd risk a couple of fivers. The authority has been in difficulties before and, like Jack, with one bound, escaped free. I certainly haven't yet written off the possibility of direct elections.

## Another soap?

An ILEA gathering to which I was not invited last week was its confrontation with Mr Eric Bolton and his HMI's, who reported on the sociology and applied social studies departments at North London Polytechnic in May. It



Lord George Brown, Sir Charles Villiers and Donald Treloar

was followed by a similar grilling before the court of the polytechnic on Monday.

My spies tell me that the whole episode, its relationships and its characters, are rich material for a *Dallan* of the DES, if some enterprising playwright were to get to work on it. IHM Inspector Mr Le Gouillon, a Hull History Man and the staff inspector who led the foray, clashing with his ex-DES mandarin colleague, and now poly-boss, David MacDowell, how long they'd spent discussing poly-problems. Le Gouillon said an hour, MacDowell, 17 minutes. MacDowell was the argument - he'd taped the conversation!

The female interest is provided by poly-sourcerer and Thatcher-ennobled Caroline (Baroness) Cox, who as head of sociology at the poly actually signed the CNA documents for the sociology degree which the Inspectors criticized. What next week's thrilling episode.

The serious point behind it all is the different assumptions of the protagonists, who remain light-years apart, about the relevance of A level as a proper initiation ceremony to the English system of higher education. Deep in the sub-strata of the HMI mind, A levels are crucial - and while they are always willing to allow access into the mysteries to a small proportion of up-A-level-initiated adults, when they come across courses which admit whole swathes of black up-initiates, who then actually get degrees, something must be wrong.

An audit is required. The books must be gone through with a tooth-

comb, lest the sacred standard of the English first degree stand in jeopardy. Otherwise, what possible justification could there be for the A level rat race in our sixth-forms and the employers' milk round in our universities? The whole edifice of educational civilization as we know it could come tumbling down.

## At the sharp end

In many schools, it has already done so as those who went to the palatial chamber of the Royal Society of Arts last week, and listened to the students of Cranford Community College in Hounslow describing what life was like in their sixth-form, will know well.

I was pleased to see that at least one HM Inspector, Mr Booth, was in attendance. The occasion was the presentation of three of the RSA's recognized "Education for Capability" projects - not a prizegiving, the various RSA "fellows" present insisted so late last year. The others were, first, some on-A-level-initiated mature ladies from Dartford, who told us about their splendid "problem solving" degree course, which is tragically going in the cuts; and some young enterprising YTS caterers and engineers from Islay - which I'm told by Mrs Olenka Kinnock is the name of a "difficult" Welsh poet who wrote in English, for some obscure reason metamorphosed into a Gwent local government district and which is now so fully memorialized by her husband's parliamentary patronage, concerning which I briefly divert.

He invited me to a party to meet Ciles Radice on Monday, and since the invitation card bore a clenched fist and a red rose, I assumed it was a gathering of the party faithful; but seeing the editor of *The TES* and Sir Peter Swinerton-Dyer of the University Grants Commission there, I saw my mistake. It was a thoroughly catholic gathering at which, thanks to Baroness Cox, Sir

Keith, Mr Dunn *et al.*, Labour seems well on the way to recapturing the middle ground of educational politics.

But back to the RSA which was also replete with bigwigs of a more Establishment kind - Lord George Brown, Sir Charles Villiers, Donald Treloar. There was much complaint about A level there, too. The idea is good, but I suspect the RSA will have to raise itself just a little further out of its Establishment image if it is to progress its pet project further - learning to do things (capability) rather than to remember and regurgitate things (exams).

## Devon's crisis

Rather than worrying about over-generous admissions, the HM Inspectors should have a look at restrictions on entry to further education. In Devon there is a mini-crisis raging about the effect of the Youth Training Scheme on entry to colleges.

The county is £400,000 over budget and in danger of going into penalties if it tries to fulfil its obligations to both YTS and its "ordinary" further education clientele.

The problem has caused a financial crisis at Exeter College, the first of Britain's open tertiary colleges, and may force it to restrict its entry next year.

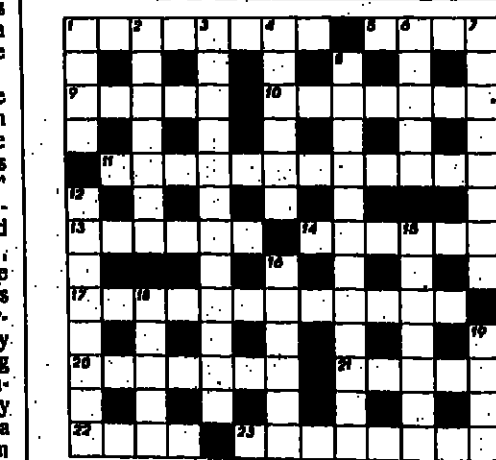
Devon blames the local authority associations' agreement with the Manpower Services Commission which forecast a 30 per cent shortfall in further education students after the introduction of YTS. In Devon it simply hasn't happened. At its behest, the Association of County Councils wants to meet the MSC again to renegotiate the agreement.

## A fallen idol

A double disappointment at Imperial College: full of engineers as it is, I knew its students had few pretensions to oratory; but they might have mustered more than 13 souls for what was billed as the "debate of the year" - one motion which compared "Thatcher's secret state with Orwell's 1984". The reason was clearly either me or Antony Flew, who professes philosophy at Reading, and seems to have become a trifle reactionary in the years since he was my philosophical idol. He praised Mr Atlee for concealing from Parliament expenditure on the atom bomb. As with Orwell, the Left was his fallen idol; he should have been at County Hall to see Ms Morrell and her smartened up troops. It might even have restored a socialist faith in his old age.

Christopher Price

## No 130 CROSSWORD by Rufus



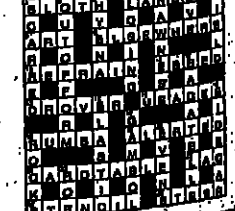
## Across

- 1 Old trailing mound (8)
- 2 It's had farm not in (4)
- 3 Would be fiercer than a riddle? (5)
- 4 Large volume of type (7)
- 5 Success - enterprise (8)
- 6 Success - enterprise (8)
- 7 Old copper fruit-knife? (6)
- 8 Man with a cue may show sharpness (6)
- 9 Existing expenditure (8)
- 10 Based on a message concerning new delay (7)
- 11 Come again about the dog (5)
- 12 Staunch supporter (4)
- 13 Dandy lead conducted with relative bitterness (8)

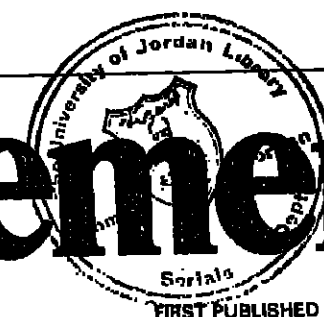
## Down

- 1 Stud manager (4)
- 2 New name given to one flower (7)
- 3 Agrees with someone in full - as yourself? (4,3,2,3)
- 4 A turn a king on the river (6)
- 5 Day on TV (5)
- 6 Give a false impression (8)
- 7 This clue is yet to be found (12)
- 8 Mince pie and preserves for gnomes (8)
- 9 There's no end to it (7)
- 10 Take it if you mean to stay (6)
- 11 Loveless anagram to decipher (5)
- 12 An uplifting tune for singing (4)

Solution to puzzle No 129



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## Educational Supplement

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## HMI blow to middle school hope for survival

by David Lister

Another city could face the dismantling of an entire system of middle schools as a long awaited national survey says that standards in the country's 9-13 schools are generally less than satisfactory.

The double blow to the increasingly fearful supporters of middle schools comes at the end of a year which has seen a number of authorities announce middle school closures and Staffordshire decide to end the system altogether in Stoke-on-Trent.

Now councillors and education officials in Humber-side are holding private meetings to discuss school reorganisation in Hull and are strongly considering dismantling the city's system of 53 9-13 middle schools.

The middle schools lobby has been awaiting for a considerable time the HMI survey of 9 to 13 schools to give them ammunition against local education authorities reconsidering the efficacy of these schools.

However, its publication this week - after a three-year delay - brought them little comfort. Less than half of the

HMI report, page 5

schools in the admittedly small survey were reaching generally satisfactory standards. Only 5 out of 48 were judged to have good curriculum standards, and another third reached satisfactory standards across most of the curriculum. Pastoral care in the schools was particularly praised.

In Humber-side councillors will publish a consultation document next March which is likely to put forward two options - a long-standing one would be to amalgamate several of their 9 to 13 middle schools, but the other more recent and as yet unpublished option which is being seriously considered is to dismantle the system entirely and move to transfer of 11.

Mr Roger Ellis, chairman of the National Union of Teachers' national middle schools advisory panel and a Surrey middle school head, said that decisions to alter the age of transfer had already been made in Stoke, Wirral, and parts of East Sussex and Lincolnshire, and there was growing concern among middle school teachers.

In addition, the employers accepted there would be extra costs involved in introducing the new entry grade - because it would mean giving newly-appointed teachers a lighter teaching load in their first year and providing them with support in the classroom.

It also looks as though both sides are near agreement on the introduction of a main professional grade for teachers which would follow the entry grade. Teachers' leaders believe those on the entry grade who are not up to scratch will have left the profession voluntarily by then - although they now acknowledge there will have to be some form of assessment at this stage. This will be



Roger Ellis. Pictorial: The Teacher

'Supine' UGC. University Grants Committee condemned for "supine acquiescence" at Association of University Teachers' conference.

Heads' views. State school heads are starting to change their minds about the Assisted Places Scheme.

Money's worth. Biddy Passmore on the DES report on spending and standards.



It's going to be a computer Christmas. Popular brands of home computers are almost sold out all over the country, and manufacturers such as Sinclair, Acorn and Commodore have not been able to keep up with demand. Sinclair alone has sold more than 300,000 machines since October.

## Salary scale restructuring deal nearer

by Richard Garner

Plans for a radical restructuring of teachers' salary scales have taken a significant stride forward following three days of intense discussions between employers and unions.

Teachers' leaders and local authority representatives, who met in Manchester this week, are now agreed that there should be an entry grade for newly-appointed teachers of either two or three years - from which teachers will then move on after being assessed.

In addition, the employers accepted there would be extra costs involved in introducing the new entry grade - because it would mean giving newly-appointed teachers a lighter teaching load in their first year and providing them with support in the classroom.

It also looks as though both sides are near agreement on the introduction of a main professional grade for teachers which would follow the entry grade. Teachers' leaders believe those on the entry grade who are not up to scratch will have left the profession voluntarily by then - although they now acknowledge there will have to be some form of assessment at this stage. This will be

a key element in influencing Sir Keith Joseph, the Education Secretary, to give financial support to the I.e.s.s. for the restructuring operation.

However, there will have to be further discussions on this main professional grade as the teachers' side still oppose I.e.s.s. plans to allow the "good" classroom teachers to progress through the salary scales faster.

In addition, while both sides believe there should be some form of "super structure" on top of the professional grade - to give greater financial rewards to senior staff and heads of department - exact agreement on the shape of this has not been reached.

The big stumbling block to an agreement on restructuring is the management's insistence on job descriptions for teachers - which were spelt out in a paper presented to the Manchester meeting this week.

There will be further talks early in the New Year but it is recognized that no agreement can now be reached in time for next year's salary negotiations. The I.e.s.s. are talking of financing the deal with help from the Government grant settlement for 1984-85.

## Exam group wants 16-plus for all

by Nick Wood

The Secondary Examinations Council has unequivocally told the Education Secretary to scrap O levels and CSEs and replace them with a single exam for all children at 16-plus.

The council's response brings the prospect of major exam reform much closer. It was asked by the Government to advise on the feasibility and desirability of introducing a common system and Sir Keith has said his decision, to be announced in the second quarter of next year, will be taken on the basis of its conclusions.

The council has reached its judgment after examining draft criteria for the proposed new exam drawn up by the GCE and CSE boards. Its assessment took into consideration points of controversy raised by Sir Keith in his provisional replies to the boards' proposals.

"It is educationally feasible and desirable to implement a single system of examining using the national criteria as the basis for an extended and continuing programme of monitoring by us of the syllabuses and assessment procedures employed by the examining groups," the SEC says.

The SEC said that the new system of examining would be more informative and intelligible to teachers, parents, employers and others users of the examinations.

It sought to reassure Sir Keith Joseph that academic standards would not be put at risk by reform of the exam system.

Continued on page 3

Arts/Books. Hugh David looks at the political implications of GLC-funded fringe theatre; Brian Morton on the Right's propaganda; Roger Scruton; Andy Hargreaves on sociology at O level; Robin Buss on *The Day After*; Philippa Davidson on Leicestershire's Indian music project; children's Christmas books 17-20

Resources/Media. Susan Thomas on new

## Firm may lodge YTS losses claim

by Mark Jackson

A test case which could lead to claims for many millions of pounds from local authorities and businesses which have lost money on this year's Youth Training Scheme may be brought against the Manpower Services Commission.

Lawyers for a private training organization said this week that they are examining possible grounds for such an action.

The agency, Youth Training Resources Limited, has had its two youth training schemes in Hampshire closed down by the MSC, which has transferred the 128 trainees to other managing agents.

The MSC says it took this action because it was not satisfied with YTR's financial position, but the agency's chief executive, former Liberal parliamentary candidate Mr Nicholas Westbrook, blames the Commission for its problems.

He is threatening to sue them for failing to fill the 440 places which he says they contracted with the organization. Mr Westbrook, a former official of the now-disbanded Air Transport and Travel Industry Training Board, set up YTR with some former colleagues last year and trained 183 youngsters in pilot schemes for the YTS which were widely praised.

With this record, he had little difficulty in getting area officials to back his participation in the YTS proper, and

Continued on page 3

construction toys; Jacques Megarry on interactive video; Gillian Thomas on *Heritage 84*; Mary Hoffman previews *Citizen 2000*; Michael Church reviews the video *Charles Dickens and Great Expectations*. 27-29

EXTRA. Religious Education: Can RE cope with religion? What are the possibilities for infants? How will the effective and the spiritual be assessed at 16-plus? What about the sixth-form and sex stereotyping in RE? 21-26



DES another Dallan



## COMMENT

## A touch of class

A lot of water has passed under the bridge since Lady Cox, Dr Marks and Dr Pomian-Szednicki published their *Standards in English Schools* in July of this year. This report, fathered by the National Council for Educational Standards, compared the examination results of grammar and modern schools on the one hand, and comprehensive schools on the other, and found that, even after discounting for social class differences, there were reasons for expecting the selective schools to do better than the comprehensive.

The conclusions did not find universal support among competent reviewers. Lady Cox and Dr Marks, writing in *Education* on November 11, 1983, reviewed the adverse criticism which their work had received. Not surprisingly, they reacted strongly to suggestions that their work was coloured by their political views and retorted with some pointed comments about the political associations of some of those who had laid into them.

The dispute has culminated with exchanges between the authors of *Standards in English Schools* and the DES statisticians. A series of leaks to the press concentrated on the question of DES funding for further research by the NCES team. After some differences of opinion about statistical method had been hammered out at a meeting between Sir Keith and some of his officials and the authors of the report, the Secretary of State told Parliament in a written answer that, contrary to some press reports, the DES does not regard the *Standards* as "seriously flawed". The accompanying statement acknowledged that there was no agreement among professionals on exactly how to take account of social and economic factors, but expressly drew attention to the limitations of the NCES study by expressing the belief that additional data would have allowed better adjustment for these factors to have been made.

Dr Marks and Lady Cox chose to read the DES statement as a retraction of earlier criticism - as, in a sense it was, because certain doubts about the sampling technique seem to have been removed by arguments which they put forward - but on the nub of the matter the DES statement is quite clear. When the DES says that "additional data would have allowed better adjustment for these (social and economic) factors to have been made" it is signifying doubts about conclusions based on the limited range of evidence which Cox, Marks and Pomian-Szednicki took into account. The DES "retraction", therefore, still amounts to a formidable criticism of the research, for who can be confident of conclusions which do not take account of all the evidence?

In present tenuous circumstances, it is important to note that such criticism does not imply any moral deficiency on the part of those criticized: these ought to be matters on which robust differences of view can be expressed without accusations of impropriety.

The main point remains whether the methods used by the NCES authors adequately allow for social class differences in the schools whose results were under examination. The NCES study found that about 30 per cent of the differences in examination achievement in different I.E.s could be attributed to social class. John Gray and Ben Jones, writing in *The TES* on July 15, by incorporating a measure of social advantage to balance the NCES use of a single measure of social disadvantage, arrived at a figure of about 70 per cent. Lady Cox and Dr Marks took issue with their calculations, and accused them of using a different and much cruder data base than their own. But this week there is a *Statistical Bulletin* from the DES - on *School Standards and Spending* (see page 6) and this agrees with Gray and Jones, not Cox and Marks: it indicates that "between about two-thirds and three-quarters of the variation between I.E.s in their pupils' examination achievements may be related statistically to variables representing the social composition of the resident population."

Unfortunately, as a result of an article by Lady Cox and Dr Marks which appeared in *The Times* on November 7 and another by Ronald Butt, also in *The Times*, last week, the technical argument about a statistical

survey of school examinations has turned into a more general assault on the DES, and the allegation that Civil Servants have allowed their own "departmental" view to distort the advice they have given to the Secretary of State. This is quite untrue and no doubt Sir Keith Joseph will take an early opportunity to disown the accusation.

A *Yes Minister* squib in *The Sunday Times* provided an amusing commentary on the inherently improbable hypothesis that the NCES research had been savaged by the DES because the NUT wouldn't like it. In reality, the DES did nothing more than provide an assessment of the research which reflected the balance of opinion among professional researchers and which, notwithstanding the clarification of points of detail, still casts considerable doubt on the conclusions of the "pioneering" study of the NCES team.

Unfortunately a lot of people are all too ready to believe the worst about the DES and it is much easier to succumb to this than attend to the difficult and contentious issues raised (but not settled) by Lady Cox, Dr Marks and Dr Pomian-Szednicki.

## Worst of both worlds?

It's a sad but inevitable conclusion, after reading the HMI report on 9-13 middle schools (page 5) that, far from getting the best of both worlds, as the Plowden committee and others intended, the middle schools have often ended with the worst.

The report provides unusually interesting evidence on what makes for high standards in a middle school - apart from the obvious ingredient of a dynamic head. Good resources, for once, do seem to be clearly and significantly linked with good results. Bigger schools are better - perhaps because they can more easily field a full range of specialist teachers. And introducing 10 to 11-year-olds to specialist teaching produces what HMI consider the best standards of work.

Several things should be said in defence of the middle schools, in the light of this report. First, the study is



Listening and writing, not talking and doing...

seriously out of date: middle schools, like others, have no doubt been sharpening up their practice in the light of the Cockcroft report, the challenge of computers, and other factors in the continuing curriculum debate. Second, the report is based on a small and statistically unrepresentative sample.

Third, most of the detailed criticisms of teaching and learning can be found in HMI reports on schools at all levels, from first schools to sixth-form colleges. HMI rightly have a high standard for creative and intelligent teaching: it is all too easy to fall far short of it.

But the whole idea of the middle schools - especially the 9 to 13 ones, many of which were founded from conviction, not to fix the numbers game - was that they would be uniquely placed to meet the needs of the age group. They would be relatively free from exam pressures and syllabuses, and so able to provide a lively curriculum.

They were to be small enough for teachers to cooperate across the subject barriers, and their mix of specialist secondary and generalist primary teachers should have encouraged this. But here, HMI reports narrow and unimaginative teaching, and little planned integration over subject barriers (apart from integrated humanities).

The predictable problems of liaison, particularly with the upper schools which have to take students very near to those exam pressures and choices, have clearly not been solved. Indeed, they have got worse as parental choice has widened. The one area where the

middle schools do appear to shine is in their general calm, happy and productive atmosphere and their good relationships between teachers and pupils.

It would be wrong to condemn the upper end of the middle schools (where most of the important criticisms come) out of hand, without a comparison with what happens in the first two years of secondary schooling. We have very little good evidence: HMI's own secondary survey concentrated on 14 to 16-year-olds.

But HMI's judgments about the cost of providing a good spread of specialist teaching and resources in schools with fewer than four forms of entry are hard to argue with. Where middle schools have been poor relations of secondaries in terms of resources, accommodation, and teaching ratios, there will be no fairy godmothers magically to bring them up to scratch.

There is enough positive evidence in this report to show that large middle schools are capable of doing a good job. But when their rolls are dwindling, it does seem that resources would be better and more economically used in a straight-forward two-tier system.

## ...no comment

"A Basic Course on Child Abuse: The course is designed for workers who have little experience of child abuse or who are new to Bradford and need to acquaint themselves with local procedures."

From the Bradford Education Directorate's Newsletter to schools, December 2.

## Home candidates and entrants to British universities through UCCA

Year	Total 18-year age group 000s	Total home candidates 000s	Total home entrants 000s	Candidates from classes I and II 000s	Candidates from classes III-M-V 000s	Entrants from classes I and II 000s	Entrants from classes III-M-V 000s
1982	749	(62)	(25)	31*	14*	15*	8.8
1989	741	107	58	58	31	31.4	15.6
1976	880	116	88	88	29	40	16.4
1972	875	142	71	88	34	48.2	17.1
1962	839	161	72.8	113	32	63.6	12.7

(\*) Estimated using UCCA estimates. Estimated using Robbins data for 1961.

UCCA figures have been adjusted slightly to express consistency of social classification and consistency of definition of home candidates over the period.

where, shown little correlation with the numerical size of their age group.

On the other hand, the fact that the dominant escalation of the participation of professional class children from 1955-70 was reflected in a similar relative increase among working class children, shows that once the chosen few have been led to join their more numerous companions from the upper classes in the stage immediately preceding entrance, their relative valuation of it follows the same trends.

After 1970, the rate of increase of demand from the children of Class I decelerated as their age participation rate reached the logistic saturation limit. However, the numerical demand continued to increase at from 4-5 per cent per annum as the class itself continued to expand at an even faster rate than that of the previous century.

Parallel behaviour (with probably even some continuing increase in APR) was shown by the academic professions and managerial

classes included in class 2 (class B, OECD). On the other hand the working class entry also resumed the pattern of trends prior to 1955 and demand flattened out and has remained constant to this day.

These phenomena are all illustrated in the table. It will be noted that since 1979 a new factor has entered with deliberate government restrictions on university entry for the first time for many decades (probably for a century). While working class demand remains constant, the absolute number of entrants has commenced the sharp decline I forecast elsewhere, as they are squeezed out by the continuously expanding (and better qualified) demand from the professional and managerial classes.

Nevertheless, although entrants from the inter classes maintain their absolute numbers, their relative participation, especially in the public sector (as it always has at times,

of glut) and produce the same sharpening of social apartheid there. These effects are likely to reduce working class participation in higher education to about half of its absolute numerical value of the early 1970s within the lifetime of this Parliament.

As might be expected these ratios and relative patterns of behaviour are hardly likely to have been affected in the initial decades of comprehensive reorganization of secondary education, but with the constantly accelerating numbers of educationally preconditioned children of the professional classes, most have continued to have a dominant claim on the inevitably more slowly expanding teaching resources available for preparation for higher education.

On the other hand, reversion to a selective system would probably have the same effect as increased selectivity caused by the stop in the expansion of the universities - that is, to reduce within the present absolute numerical level the participation of working class entrants.

The question of realizing any more significant proportion of the latent "reserves of ability" among the children of the majority of the population is, of course, much more profound than simply that of educational reform. It can hardly be conceived without the social and economic changes necessary to give their perception of the feasibility and significance of higher education a much greater socio-cultural reality.

E G Edwards  
Professor Edwards was Vice-Chancellor of the University of Bradford, 1966-1978.

## ACSET asks for A level not degree

Student teachers aiming at secondary schools should not be required to take a degree in their second subject, the teacher training group on the Advisory Committee on the Supply and Education of Teachers recommended this week.

The recommendation that an A level is sufficient in the second subject runs to some extent contrary to the spirit of dedicated professionalism sought by Sir Keith Joseph who is keen to see teachers with a degree in the subject they teach.

But teacher training institutions have pointed out to ACSET that many applicants for postgraduate certificate of education courses are honours graduates in only one subject. Even those with a subsidiary subject in their degree often find difficulty in matching it with the restricted range of subjects in which an institution offers method training.

"We therefore recommend that the normal minimum requirement for both PGCE and BED should be at least an appropriate A level," advises the draft to be put before the full ACSET committee.

Even the requirement of an A level is waived in some cases, such as where the subject has no obvious A level base or where practical proficiency such as in music or games can be seen to be of equal importance.

## TVEI gets confidence vote

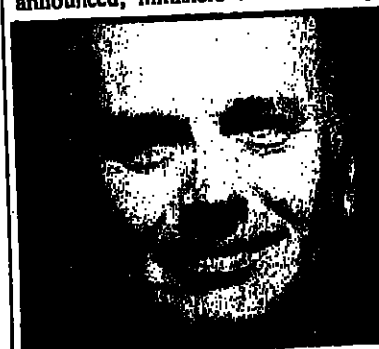
The Technical and Vocational Education Initiative was given a vote of confidence this week when it was announced that a further 68 local authorities have bid for the second batch of pilot projects which will receive £100m of funding.

This means that 80 per cent of I.e.s. have been won over to the Manpower Services Commission's controversial scheme. Though Labour authorities, particularly on Merseyside, remain the chief opponents, some of them, such as those on the North East, where every I.e.s. has declared an interest, have put aside their objections.

The work of sorting the applications to see which meet the scheme's tight criteria has already begun, but it will not become clear until late January or early February how many are likely to have a share of the £100m, which will be spread over two years. The position is complicated by the fact that talks are still in progress over whether Scotland should join in. If so, some money will have to be set aside from the total available.

## Different venue

The first national study conference of the National Association for Pastoral Care in Education will be held at the Hallam Tower Hotel, Sheffield from December 28-30, not at Sheffield Polytechnic, as originally announced.



John Lovell



Patrick Jenkin

## Firm may lodge YTS losses claim

Continued from page 1

contracts were signed for a scheme under which YTR undertook to provide 360 places in the Aldershot area. With only 128 of the places filled, the MSC signed contracts with him on October 1 for a further scheme for 80 places in the Winchester district.

Four days later Hampshire County Council officials met Mr Westbrooke to press him for payment of around £70,000 they claimed was owing in fees to two colleges to which he had sent trainees.

As a result of the meeting, YTR paid off the bulk of the outstanding fees in two instalments. MSC officials were present at the meeting, and soon afterwards sent an accounts team into YTR. On November 27 they closed down the two YTR schemes - the second had only 17 of its places filled and handed over the trainees to Farn-

borough College and a local group training association.

The MSC had for some time had reservations about Mr Westbrooke's marketing approach.

But an MSC spokesman said this week: "It was only after the second contract was signed that we started to get warning bells about YTR's financial situation."

Mr Westbrooke told *The TES* on Tuesday that YTR was continuing to trade, and that its financial difficulties would disappear if the MSC would pay for the money it had spent on the scheme which had not been providing places which it had overfilled. "Managing agents all over the country have been led into taking on financial commitments by the MSC's optimistic assurances. They did not tell us that their own internal planning profiles showed that they expected the trainees to build up much

more slowly."

He was taking legal advice to see whether he could bring an action for damages against the Commission, but he hoped that the Commission would make it unnecessary by coming to the help of all the managing agents who had lost money and making some offsetting payment to them.

Mr Ian Johnson, Mr Westbrooke's solicitor, said the matter was being considered by counsel. He would not say whether it was a question of suing for breach of contract.

Meanwhile, Hampshire county officials said this week that if YTR was still trading then they would consider taking legal action to recover more than £19,000 which they say is still owing from last year. They said that they had not yet worked out the further sums which YTR had incurred in college fees for this year's trainees.

## DES fails to live up to its name, says don

by Bert Lodge

The Department of Education and Science contains not much education and certainly no science, the Association of University Teachers was told at its winter conference at Hull University yesterday.

In his presidential address, Dr William Stephenson, a lecturer in mathematics at London University, said financial expedience had replaced long-term - or indeed any - educational planning. The real decisions were now made by the Treasury.

He also condemned the University Grants Committee for its "supine acquiescence" in Government

assumptions about higher education and expressed no confidence in its chairman, Sir Peter Swinnerton-Dyer.

The "ill-fated and thoughtless" policy on overseas students' fees, when a dramatic increase had turned away many students and caused serious damage to foreign trade, confirmed the absence of planning, Dr Stephenson said. "It is an excellent example of the Stephen Waldorf approach to higher education policy-making. Shoot first and ask questions afterwards."

"What could be more grotesque than the situation of those universities such as Hull, where we are today, who

were fined last year for taking too many students and who this year are now assiduously being urged to take in more students?"

"Does it make sense to pay young people to go on the dole rather than give them grants to go to university?" Dr Stephenson reminded delegates that the ALU had asked its members not to answer the recent 28 questions from the University Grants Committee on the future of higher education in the form they were set. Instead members should raise the real issues.

But he did not entertain much hope their answers would get to the right

place. "As a member of London University I have some first-hand experience of Sir Peter Swinnerton-Dyer at work. I am afraid I have little faith that he will filter the multitude of views he will soon be receiving accurately to the Government. I am not even sure he sees that as his role."

The supine acquiescence of the UGC to DES assumptions showed the extent to which it had become an arm of Government. He doubted whether it could survive much longer in its present form. "It does not have the resources but most of all it does not have the confidence of the universities or even the Government."



Coverage should stem from lessons on the use of physics

## 'Political' ban circumvented

by Nick Wood

The new Secondary Examinations Council has found what seems to be a neat way round Sir Keith Joseph's "test ban" on physics questions dealing with the political aspects of the subject, such as the controversies surrounding nuclear power.

The council concurs with the exam boards' view that exams should probe a candidate's understanding of the social and economic aspects of the subject. Coverage of such topics should stem from lessons on the uses of physics, the council says.

But it also recognizes the force of the Education Secretary's objection that their unrestricted inclusion in the syllabus would give the boards a *blanche* to set questions that could have been taken straight from a sociology paper.

It recommends that the criteria be amended to make it impermissible for the boards to set questions that can be answered without knowledge of physics, and supports Sir Keith against the boards in his insistence that a practical exam should be a compulsory part of physics exams.

On history, another subject to provoke controversy after Sir Keith said that one of its aims should be to give children an understanding of the "shared values" that underpin British society, the council is less conciliatory. It recommends that this objective can be met by ensuring that every board, as at present, offers at least one syllabus on the intellectual, cultural, technological and political growth of the United Kingdom.

## Second opinion

## Alien world for the workers

Philip Venning (*TES* November 25) finds a mystery in the declining proportions of working class entrants to universities, because, like DES projections (which always got it wrong), he assumes that demand goes up or down with the size of the age group. I have shown elsewhere that this is only likely to be the case in those classes of the population where the feasibility of university education, and the kind of life style associated with it, is perceived early enough to commence the long and tedious preparation for entry before it is too late.

This comes naturally to children of the professional and managerial classes, surrounded from earliest years by evidence of the vital importance of education. For them it is no more than keeping up with father. For the working class child on the other hand, the university is an alien world until far too late. This has little to do with "reserves of ability" but simply reflects the psychological fact that one does not usually value that which one does not

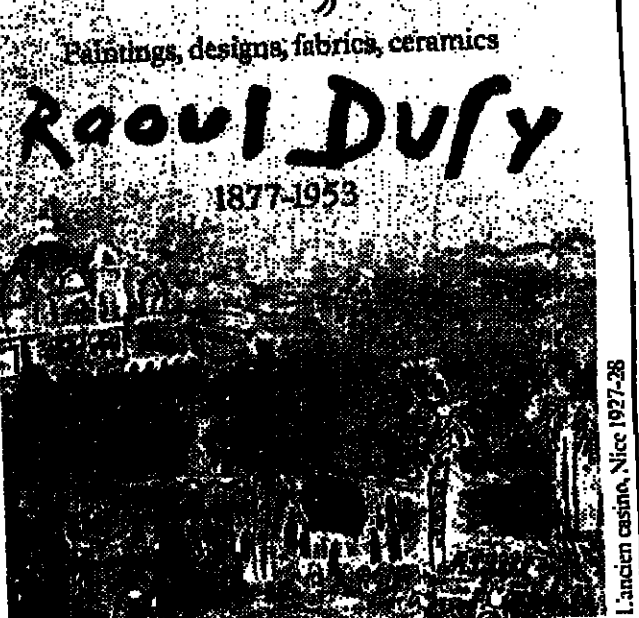
perceive as a reasonably likely possible future.

The main driving force for the steady exponential expansion of the demand for university education for a century before 1955 at a rate of about 2.5 per cent per annum (far exceeding any average demographic effect) was the exactly parallel rise of the professional and managerial classes as a proportion of the population, occasioned mainly by steady social migration and only to a very minor extent by birth rate factors.

The sudden escalation in demand from 1955 to 1970, not only in Britain, but all over Europe, and indeed the advanced world, was mainly due to an equally sudden and exactly parallel increase in the participation rate in higher education from the same educated classes. In the case of class I (or OECD class A) it rose from about 25 per cent prior to 1955 to over 80 per cent after 1970.

This was not due to any increased ease of access or indeed to any increase in the already high perception of feasibility of entrance but to a sharp increase in the valuation of higher education (as compared with alternative strategies of status conservation) among the same social groups. They were probably right in the coming age of the information revolution.

The working class entrance to higher education has always followed a somewhat different course. Far from arising naturally from their normal socio-cultural environment it has depended much more on patronage from well meaning "intellectuals" (especially teachers now) from outside. It has therefore, as I have explained else-



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# Time for a professional step

There are new noises about a General Teaching Council. The Weaver Report, compromised on the concept, divided indivisible tasks, and resulted in disagreement. Five years ago, the school-teaching unions tried again to count chairs round an imaginary half-table, and failed. More recently, CATEC (Campaign for the Teaching Council) might have brought them together again had the signals from the DES still been propitious; but to say the least, they were not. So why try again now?

The circumstances of the mid-1980s have gone. A GTC with powers over entry to the profession might at that time have laid down conditions too stringent for Government to accept if it was to increase teacher supply; so an essential part of a professional council's work was channelled into ACSET, an advisory council more close to the DES and *force majeure*. Nowadays, it is the Secretary of State who can look back in anger and look forward to firmer criteria for entry and initial training. ACSET is likely to have spawned a National Accreditation Council for initial training, before coming to the major issue of action on INSET. If local professional committees have been inadequate for the former, they will be shown to be even less adequate for the latter. So there is bound to be a move to a funded planning agency for professional training as a whole, rather than national committees for each part of training.

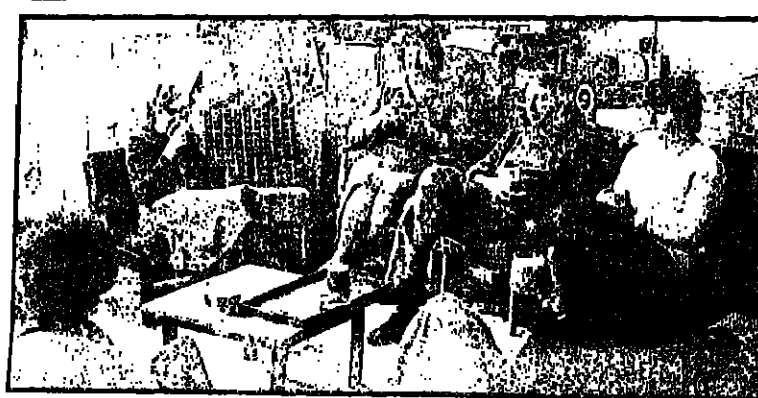
ACSET itself, in which are vested functions which could be central to a General Teaching Council, has only a couple of years to run before review. Meanwhile, it has very recently

John Sayer argues that there is a strong case for a General Teaching Council in present circumstances

achieved the impossible: it now has all the interested parties round the table. For all those reasons, there is a very strong case now to work towards a General Teaching Council not only on the exasperatingly limited brief of the Weaver Report, but through the channels for accreditation and training the profession.

This would have the added advantage of making us ask what we mean by the profession. Who are the teachers, anyway? In the Weaver proposals, the teachers were those actually employed in schools and represented by unions negotiating primary and secondary school salaries. What of those qualified teachers who have become the professional servants of local authority departments, or the professional arm of the DES? What of teachers in higher and further education? What of specialized education services, researchers, and teacher-trainers? In ACSET, at least it is clear that professional concerns are those of a whole education service.

By no stretch of the imagination can the profession of educators be limited to those of us who teach in schools, any more than a General Medical Council be confined to doctors in general practice. There are, of course, func-



John Sayer is principal of Banbury School.

tions of a General Council which are the prime concern of schoolteachers and for those functions the weight of concern should be reflected in committees and working groups. The point is, then, that we have to establish what a fully fledged General Council would be for and what it should do, before asking what should be its composition for its various tasks. Unless it encompasses the full range of professional control, it cannot reflect adequately a self-regulating profession. That control will be all the more important in the next few years, when much of the access to information which has previously been confined to schools and colleges will be available in homes, through a variety of media and the development of informatics. Who is to control all that? If the teaching profession remains rooted in schools while much of the work of schools is re-routed, what is to happen to quality control and the professional ethic? A few years ago, the professional associations of the Nordic group of countries set down six criteria for what

they considered to be a profession. A profession is identified when it performs an essential social service; has a high degree of autonomy in fulfilling the objectives formed for that service by the community; is founded upon a systematic body of knowledge and research, and in such a way that an essential part is common to the whole profession; requires a lengthy period of academic and practical training; has a code of professional ethics; and generates in-service growth and development.

That is more or less in accord with definitions offered by other professions in this country. It illustrates why we should see more prospect for a full professional council born of partnership in teacher-education and training than one confined to the representatives of those who work in schools. Without a view of an education service as a whole, teachers will always run the risk of being regarded as semi-professional, and those who operate from a base outside schools as being a different breed of "educationalists", no longer bound by the same professional ethic.

We may look to the lead of Scotland, but in doing so we should also ask what would be done there if the Scots had the chance to start again. Their GTC is still somewhat limited. Perhaps we should also look at other national services, in particular the National Health Service. While we have been pottering with specific funding for DES priority training areas, or with accreditation now that initial training is no longer the priority which it once was, the NHS has gone ahead with a full-blown training authority. A single self-standing health authority for all aspects of training has been created, taking over the £5m budgets for training formerly managed by the DHSS, and coordinating all the national staff groups or specified functions. It is a national development agency to promote a coherent pattern of local, regional, and national training of all kinds. It also promotes research. This special health authority is the result of a review group set up by the Secretary of State, with a membership "representing the broad organizational framework for central arrangements for training, recruitment and staff development in the NHS".

Is that what ACSET should be doing? If so, while growing out of the DES, could it then grow into a part of a General Council for the Education Service? Could it take NFER with it? Above all, could half a million teachers then be seen as the major component of a full profession?

John Sayer is principal of Banbury School.

## NEWS

### Archdeacon challenges health experts 'Talk about grief' advice attacked

by Nick Wood

The suggestion that teachers should encourage children grieving over the death of a loved one to talk about their feelings has been attacked by a leading Anglican clergyman.

"I don't think that the experience of loss is open to calm disposal by a neat programme of counselling," the Reverend Richard Hawkins, Archdeacon of Totnes, Devon says in the latest issue of the magazine, *Education and Health*.

"There may be children who, quite naturally and helpfully to them, do not want to talk about it, particularly at first. They are too busy sorting it out in their own minds."

"To have an external pressure to talk about death when they are confused themselves won't necessarily help them a bit. They may feel that

they are constantly pursued to talk about it, and this is just another pressure to cope with," the Archdeacon explains.

His comments are in reply to a call by two health educators, Beryl Peacey and Sue Foster, for teachers to take active steps to help children who have suffered a bereavement.

A six-point crisis management programme should include the teacher "promoting discussion - with positive 'explanation of the loss. This will help to release tensions. Fears can be discussed openly and disposed of calmly," they say.

The Archdeacon, however, seems to have the support of parents. An accompanying survey reports that most parents do not think that death is a suitable subject for the classroom.

### Overseas student numbers drop sharply, says DES

by Diane Spencer

Latest figures from the Department of Education and Science for further education colleges and polytechnics show a dramatic decline in the number of overseas students.

Numbers fell by 20 per cent in 1982; they are now at the 1972 level of 21,000.

The statistics also show that the number of students on full-time and sandwich courses increased last year, but part-time enrolments declined. Full-time numbers increased by 8 per cent to 373,000 in 1982 for advanced and non-advanced courses. Enrolments by part-time day release students on non-advanced courses fell from 351,000 in 1981 to 313,000 in 1982.

As about two-thirds of students on these courses are under 18, the decline in numbers might be linked to the increase in full-time enrolments and to the reduction in employment opportunities for school-leavers, says the DES.

Although the number of men taking non-advanced courses continues to decline, the number of women increased from 754,000 in 1981 to 793,000 in 1982. Enrolments for adult education increased by 1 per cent, 18,000, last year.

Statistical Bulletin: Statistics of further education students in England 1982-83, November 1983. DES, Elizabeth House, York Road, London SE1.

## Standards suffer as falling rolls force up costs in middle schools

by Virginia Makins

Fewer than half of the 9 to 13 middle schools in a survey by HM Inspectorate were reaching generally satisfactory standards in most parts of the curriculum, and only 5 out of 48 schools achieved good standards.

"Overall work at an appropriate level of ability was given to the substantial number of children in about two-fifths of the schools... In only about one-quarter of the schools were children of above average ability given suitably challenging tasks", says the report.

In general, the HMI report offers little comfort to supporters of 9 to 13 middle schools. It concludes that if middle schools are to perform, age for age, as well as primaries and secondaries are expected to perform, they will become increasingly expensive when rolls are falling.

"It may be that this is a price worth paying for a form of schooling that emerged from careful consideration of the educational needs of children in this age range", says HMI. "But... raising the relatively higher cost of middle schools sharply decreasing in size will have consequences elsewhere in the system."

Standards of work in schools with more than 360 pupils were higher than in smaller schools, and schools with four forms of entry were generally best of all. Small schools could only provide the required range of specialist teaching with staffing ratios considerably better than the average 20:1. "Where rolls are falling, the choice would seem to be between staffing disproportionately those 9-13 middle schools with less than three forms of entry, or closing or amalgamating them to form larger schools," the report says.

Schools which introduced specialist teaching earlier than most - in the second year rather than the third - also achieved higher standards. This finding has important implications for primary schools, says HMI.

Good resources were also linked with higher standards. Resources were found to be good in 10 schools, and adequate in two-thirds. Dynamic heads made a significant difference to standards - and usually secured good resources.

HMI studied 48 schools, chosen to represent a variety but not making a statistically representative sample. Teams of between 10 and 13 inspectors spent the equivalent of a week in each school. The visits were made in 1979-80.

About half the schools reached satisfactory standards in history, French, art, craft, design and technology, and music. The schools did rather better in science, mathematics and English. In maths, three fifths reached satisfactory standards and 10 schools two thirds were satisfactory and one sixth good.

The schools covered much the same range of subjects - but not always with

specialist teachers available. Three schools had no maths specialist, one no English specialist, three no geographers, seven no music specialists, and three no modern languages specialists. Fourteen were without an RE specialist, and only 26 had specialists in craft, design and technology.

Many of the criticisms made in the middle schools report echo those in previous HMI surveys of primary schools, secondary schools and published school reports. In English and maths the work was often narrowly conceived. Comprehension, grammar and spelling formed a considerable part of English, as did computation of whole numbers and fractions in mathematics.

Only four schools paid much attention to teaching mathematics, with investigations, and problem-solving. Only half regarded practical activity as important in the subject. There was little sign of planned use of maths across the curriculum and maths and science were rarely linked.

In French, only a third of teachers regularly used the language in the classroom, background studies about the country did not play an important part, and repetitive exercises did not encourage children to talk and write independently.

In general, students spent too much time listening and writing. HMI considers that all pupils, but especially the older ones, needed more diversity in approaches to teaching and learning. Most of the work was planned with average pupils in mind, and able pupils often got a poor deal.

Although the schools taught "a wide range of basic competences", children were not seen to be finding their own solutions to problems, pursuing their own enquiries, or making choices.

HMI calls for much more demanding work, such as the interpretation of evidence in history and geography, the independent writing of French, and the exploration of patterns in

mathematics. There should be more differentiation between different abilities, and between different years. As in many primary schools, HMI found that curriculum guidelines were often too sketchy to be helpful, and assessment techniques were not used to diagnose weaknesses and try to remedy them. Teachers did not make enough use of published materials, or advisers and colleagues in other schools, when devising guidelines.

One problem was that teachers with special curriculum responsibilities often had to cover two subjects, or organizational responsibilities, on top of heavy teaching loads, and had little time for planning and curriculum development. On average, teachers with special responsibilities had only three hours a week of non-teaching time.

Just over half the schools in the survey transferred pupils to four or more upper schools, so detailed liaison over curriculum was difficult. There was discussion between middle and upper schools, especially for French, maths, science and English. But there was considerable variation between middle schools in the topics they taught.

HMI recommended much stronger dovetailing of approaches in particular subjects between the middle schools in an authority, and where they co-exist in a dual system with secondaries, with other schools teaching 11 to 13s. Contacts with first schools tended to be limited to maths, reading, and the special problems of individual children.

Discipline, behaviour and relationships in the schools were found to be very good, and pastoral care was good or very good in three quarters of the schools. But in some schools care and concern for pupils in difficulties was not backed by sufficiently expert teaching: remedial work could be narrow, and deprive children of enriching work in other subjects.

Two thirds of the schools had generally suitable accommodation for most

subjects. Very few had a drama room or studio. Less than two thirds had satisfactory facilities for class music teaching, only half had good space for art, a third of the science areas were too small or lacked main services, and only half the schools had satisfactory changing arrangements for boys and girls.

Only half had ancillary staff to work in libraries, and half had laboratory technicians. Libraries often lacked books suitable both for the ablest and the least able children.

Many of the problems outlined in the report are not confined to middle schools, says HMI. The findings about relationships between size of school, subject teaching, and higher standards of work raise questions about the provision of effective and efficient education for 9 to 13-year-olds that go beyond the issue of middle schools.

But even in the higher-spending 1980s, the middle school idea made heavy demands on human and material resources. With falling rolls and financial constraints, the difficulties are exacerbated.

The deficiencies found in the report are not all confined to middle schools, says HMI. But some, such as deficiencies in specialist accommodation, too much teaching aimed at the average, and the lack of specialist teachers in some subjects even for the oldest pupils, are at least partly due to the high cost of meeting the need for both specialist and generalist teachers.

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## NUT decries rival unions' attempt to woo primary staff

by Richard Garner

A new recruitment war has broken out between teachers' unions with the National Union of Teachers accusing its rivals of "carpetbagging" by attempting to woo primary school teachers to their ranks.

In a leaflet designed for school notices boards, the NUT claims organizations which have concentrated on the secondary sector in the past have now turned their attention to primary teachers.

It calls them "the carpetbaggers" and says they have "cynically decided to recruit in primary schools simply because falling rolls in the secondary sector will make it more difficult for them to retain their membership".

"Primary school teachers will recognize such opportunistic approaches for what they are," it continues. "Only the NUT has consistently worked in the interests of all teachers, women and men equally, in all types of schools and in every sector of the education service."

The leaflet also lists the union's priorities for 1984 - the first of which is to protect teachers' jobs - and reveals "exclusive new benefits" which are available for NUT members next year. These include weekends away with the Ludbrook Hotel and car maintenance at Auto Safety Centres.

Mr Peter Smith, deputy general secretary of the Assistant Masters and Mistresses Association, said: "If we're carpetbaggers, we've been carpetbaggers since 1978 - when we decided to open our doors to primary school teachers."

"There is no new campaign as far as we are concerned. We are recruiting in secondary and primary schools on your educational policies."

He said of the exclusive benefits offered to NUT members next year: "It all sounds very exciting but - in the same way as I buy a newspaper to read the news and not to play bingo - I would join a teachers' organization for its stand on policies rather than fringe benefits."

Mr Gerry Lee, president of the National Association of Schoolmasters' Union of Women Teachers, said: "I would say they are obviously not talking about us because we have always recruited not only in the primary sector but also looked after the interests of those in further and higher education."

"I sympathize with the NUT who no doubt have problems with falling membership. We, fortunately, are not in that position."

## Views on assisted places changing

by Nick Wood

Heads of primary and middle schools are taking a much more cooperative line towards the Government's controversial Assisted Places Scheme, which subsidizes the cost of a private education for bright children from poor families.

Three in five heads from state primary and middle schools now help parents to apply for the scholarships, compared with just one in four last year, the latest survey from the committee monitoring the scheme says. Only one head in 17 is "unhelpful".

A similar, though less dramatic, shift in attitude has also occurred among state school heads over the transfer of pupils at sixth-form level. Two in five smooth the path for those applying for scholarships, up from three in ten last year.

The figures are taken from a questionnaire sent to the heads of the 231 independent schools in the scheme. They were asked to rate the attitude of their maintained sector counterparts under one of three headings - helpful, neutral and unhelpful. A total of 190 completed this section.

Mr David Hart, general secretary of the National Association of Head Teachers, which represents 17,000 of the country's 22,000 primary heads, agreed there had been a shift in attitude.

When the scheme was launched in 1961, heads of primary and middle schools had been reluctant to supply written reports on pupils that the independent sector wanted as a basis for selection. They feared it would prove damaging to state secondary schools because it would cream off the bright children. At the same time, they recognized they had a duty to respect the aspirations of the children and parents, Mr Hart said.

"Clearly, what has happened is that more and more heads have come to the conclusion that their first loyalty is to their children and their parents."

"They feel duty-bound to provide some sort of report to assist independent schools in making selections. If that's construed as 'helpful', so be it. It would account for the switch."

"Although heads don't like the scheme any more, that's a lesser consideration than their obligation to their children and parents."

Growing acceptance of the scheme in the maintained sector is reflected in the increase in the number of children winning places. A total of 4,982 pupils took up subsidized places at 231 independent schools this September, up by over 300 on the 4,666 last year - a rise of nearly 7 per cent.

Of these, 4,201 were aged 11-13 (a

5 per cent increase) while sixth-form places jumped by 18 per cent from 662 in 1982 to 781 this year.

In all, some 14,000 children are now being helped by the scheme, which was launched in 1981.

Nevertheless, the scheme is under-subsidized. One in 10 places at the lower level goes begging, a figure that rises to nearly one in four among sixth-formers.

A shortage of academically qualified candidates from maintained schools is held to be the main reason for the shortfall among the 11-13 age group. The scheme's popularity at sixth-form level has yet to feel the full effects of the Government's decision, earlier this year, to scrap the i.e.a. power of veto over transfers at this stage.

The results of the survey indicate that the scheme is helping the poorest sections of society. Two in five children came from families with annual incomes below £5,616 and qualified for a full rebate of their fees from the Government. Two-thirds of this year's crop of entrants came from families earning less than £8,000 per annum.

Children from one-parent families and those hit by unemployment are the largest group to benefit from the scheme. Not so far behind are those whose fathers are dergymen. Of this year's intake, 87 came from families in this category.



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7-8. Education & the New Technologies Seminar. The "Microcomputer" and its Educational Implications. Directors: Adrian Oldknow/Stanley Bradford. £120 + VAT.

(All dates inclusive). (All fees inclusive of course, full board and accommodation).



## DES finds social class greatest exam influence

by Biddy Passmore

The failure of higher spending on schools to counteract the disadvantages of working class pupils' home background is documented in statistics published by the Department of Education last week.

They show that the overwhelming factor in exam results achieved by pupils in the 96 English education authorities is the social composition of the area. It accounts for between two thirds and three quarters of the variation, with secondary school spending making a very slight difference to A level results and a negligible difference to O level and CSE results.

The research, carried out by the department's statistics branch, found that the proportion of non-white children in an authority had no significant effect on exam results.

In each case, some 25 per cent of the variation between authorities remained unexplained by the 11 factors used. The DES suggests that other factors which might play a part include patterns of school organization, quality of teaching and the proportion of children attending independent schools.

It is the first time the DES has carried out this sort of statistical analysis of the relationship between spending, results and social factors, and the first time it has published sample results of all 96 l.e.s. (exam statistics usually relate only to the 63 largest authorities).

The statisticians accompany their findings with caveats about the data used and say that the results are not strictly comparable with the performance of all secondary pupils as they are designed for only the top 60 per cent.

While the statisticians emphasize that their figures measure only "output" (exam results) and not "input" (pupils' ability) they were able to show which authorities were producing results better or worse than might be predicted from their pupils' home background.

Using a technique called "multiple regression analysis" they worked out which background factors were significant and then calculated what results each authority could be expected to achieve after taking those factors into account.

Authorities achieving results broadly better than predicted included the London boroughs of Barnet, Enfield, Haringey and Sutton; the metropolitan districts of Coventry, Dudley, St Helens, Wigan, Sheffield, Calderdale and North Tyneside; and the counties of Buckinghamshire, Cornwall, Hertfordshire, North Yorkshire and Northumberland.

Those doing worse included Kingston-upon-Thames (the last fully selective authority) and the Inner London Education Authority. The only l.e.s. with no sixth forms but a tertiary college, Richmond-upon-Thames, did much better than predicted at A level.

but slightly worse at CSE and O level. In Wigan, for example, 21.5 per cent of pupils passed five or more O levels compared with a predicted 17.6 per cent, and 15 per cent got one or more A levels, against a predicted 10 per cent.

In the IEA 45 per cent of pupils were statistically expected to pass one or more O levels and 15.3 per cent to pass five or more. The actual figures were 40.4 per cent and 13.7 per cent. And only 10.2 per cent got one A level or more against a predicted 12.3 per cent.

The 11 factors considered in the analysis were: children born outside the UK or belonging to non-white ethnic groups; proportion of children in households whose head was unskilled or semi-skilled ("low socio-economic groups"); children in families with four or more children; pupils receiving free school meals; proportion of non-manual heads of households; 16 to 18 population density; population density of all age groups; and unemployment.

One important drawback to the study is the age of the data used. The figures on social class and ethnic minorities are 12 years old (1971 census) while the housing statistics come from the 1977 dwelling and housing survey, and those on school meals data from 1979. Exam results were averaged for the three years 1978-81 and secondary spending over four years 1977-81.

Dr Peter Mortimore, director of statistics for the IEA, who supervised the analysis of the statistics, but said there were three flaws in the research which would affect large urban authorities like the IEA because they would boost the predicted level of achievement.

The first was that figures for the proportion of high socio-economic group households did not take into account whether they included children, unlike the figures for low socio-economic group households. The 1981 census had shown that only one quarter of all households in inner London had children aged 5 to 15.

Secondly, he questioned the definition of higher socio-economic groups, which included all those in catering, shops and other services. Thirdly, the age of the class data led to a serious under-estimate of the proportion of unskilled and semi-skilled households in inner London. The figure the DES had used was 18 per cent, while the 1981 census had found 28 per cent.

● The National Union of Teachers has asked Sir Keith Joseph, the Education Secretary, to confirm that no public money will be given to the National Council for Educational Standards for research purposes.

Statistical Bulletin 16/83: School Standards and Spending: Statistical Analysis. Available from DES Statistics Branch, Elizabeth House, York Road, London SE1 7PR.

## Labour shadow joins battle over return of grammars

by David Lister

Labour's new education spokesman, Mr Giles Radice, last week signalled the start of a party campaign to defend comprehensive education and oppose authorities touting the idea of re-introducing selective schools.

In his first speech outside Parliament since being appointed shadow spokesman, he told an audience in the London borough of Sutton that there had been a carefully orchestrated campaign by government ministers, MPs, and right-wing pressure groups in favour of the return of the grammar school.

"We should note that there has not been a campaign for more secondary moderns, the schools to which, in a selective system, the overwhelming majority inevitably go", he said.

For most of the nation's children, comprehensives had been a considerable success, and were attended by nearly 90 per cent of secondary children in the state system. Most councils, including many Conservative-controlled l.e.s., had already gone comprehensive before the 1976 Education Act because an overwhelming majority of parents were against selection - a

system which he called "unjust, inefficient and divisive". Indeed the number of grammar schools had actually declined by more than a quarter since the Tories came to power in 1979. It was wrong of the Conservatives, he said, to pretend that the nation was forced to go comprehensive.

Reports commissioned by previous Conservative governments - Crowther, Newsom and Robbins - revealed the substantial waste of human potential under the old selective system.

Even for the brightest pupils, a grammar school curriculum could be extremely narrow, while the needs of the bottom streams were largely ignored. And despite all their efforts and some brilliant exceptions, the secondary moderns, to which the vast majority of pupils went, failed to provide the average pupil with a decent education.

He added that the recent attempt by Solihull to re-introduce grammar schools had met fierce opposition, and a similar move in Richmond had been nipped in the bud by a spontaneous revolt by parents. Even in the much

publicized poll in which a majority appeared to believe that a selective system offered the best education, most said, when asked which schools they would prefer in practice, that they wished to maintain or increase the number of comprehensives.

"This support is hardly surprising", he said. "The truth is that, judging by the conventional test of examination results, comprehensive education has been a success for most children. Over the last decade, when the number of 16-year-olds has increased by a fifth, the numbers achieving five O level passes or equivalent grades has increased by 50 per cent and the number achieving between one and four O level passes has risen by 80 per cent."

"And though the situation has clearly been influenced by the introduction of CSE exams and by the raising of the school leaving age, the percentage of those leaving school without passing any exams has fallen dramatically. We should also note that, contrary to the prophecies of doom, the percentage of the relevant age group passing A level has increased."

## New heads 'must have management training'

by Bert Lodge

Heads should be appointed only from applicants who have completed senior management courses, an important research project on headteacher selection recommends this week.

The three-year Project on the Selection of Secondary Headteachers, POST, was directed by Mr Colin Morgan, senior lecturer in education at the Open University, and funded by the DES. Many of the findings, leading to the conclusion that current practice for appointing heads was muddled and unsatisfactory, appeared in *The TES* on July 8.

Technical selection processes commonly used for appointing senior management outside education are not used for heads, the report says. Education officers relying on intuition or "feel" as a basis for judgment are partly responsible for this.

"Within each authority there should be at least one senior officer or adviser with special training in and knowledge of selection techniques for senior management who would have designated responsibility for secondary headteacher selection."

Outside professional help should be sought. Other heads "experienced and proven" are suggested provided they have had training in assessment. For the preliminary stages the report recommends employing specialists in personnel selection from outside the

education service. The role of school governors in the first instance should be to make known any special or local claims or needs in the school at the earliest stage of preparing the job specification. Their representatives on the selection team, together with elected members, should oversee the shortlist.

Despite the constraint of changing membership of education committees, it should be possible to maintain a headteachers' development and appointment committee. Members would have fixed diary dates to allow for headship business, particularly selection procedures, without the present difficulty of having to compete with other local government demands.

The report insists that all candidates, internal and external, men and women, should be assessed according to the same criteria and using the same methods. Authorities should have a clear policy regarding headship applications from deputy or acting heads at the school concerned, and "where such applications are accepted they should be treated like any other".

The selection of secondary school headteachers by Colin Morgan, Valerie Hall and Hugh Mackay. Open University Press 12 Cofferdge Close, Stony Stratford, Milton Keynes. £5.95.

## Scholarship saved

by Jon Turney

The future of the National Engineering Scholarship scheme, wavering because of lack of industrial support, has been secured by an increase in Government backing. The Department of Education and Science has agreed to pay 70 per cent of the cost of the scheme, which will now be administered by the Engineering Council.

Until now the DES has had to seek annual Treasury approval to bail out the scheme when industrial contributions fell short of the expected 30 per cent share.

The awards were set up in 1978 to give £500 a year to 500 outstanding engineering undergraduates, to encourage bright youngsters to take up engineering.

By 1981, so many companies refused to contribute that the Treasury had to put in an extra £110,000 to maintain the numbers. The 1982 intake was cut to 300, and there was still a shortfall on the industrial side.

A special appeal launched by the Engineering Employers' Federation

only raised £19,000 out of the £100,000 needed, and the new scholarship intake had to be cut to 100.

The DES, with the Engineering Council's encouragement, has now accepted that there is no immediate prospect of industrial backing being restored, but ministers still believe the scheme is worthwhile.

But the Treasury has now given the DES approval to put in 70 per cent of the cost, and raise the number of entrants to 300 again. This puts the total cost up to £450,000 a year after three years.

The DES announcement, expected in the next few weeks, will stress that the new arrangement is not indefinite. Officially, it is anticipated the industrial contribution will rise again in the long term.

Dr Kenneth Miller, council director-general, said: "The real advantage of the scheme is not that it brings more students into engineering directly, but that it makes the subject more attractive in schools." - *TES*.

## Careers staff face crunch on YTS places

Careers officers throughout Britain have until the end of the month to decide whether to help implement the Government's plan to pressurize reluctant youngsters into the Youth Training Scheme or to try to sabotage it at the risk of losing their jobs.

So far most careers departments have been able quietly to sidestep the Employment Secretary's instruction that they should report any youngsters turning down YTS places to the local supplementary benefit offices so that their benefit can be docked. They are doing this by offering places only to those youngsters who they know are prepared to take them.

But the Government and the Manpower Services Commission have formally promised that all of this year's 16-year-old leavers who are still out of work will be offered a place by Christmas.

Each careers department will be required to make a return to the Department of Employment at the end of this month showing how successful it has been in meeting the guarantee.

With a large enough surplus of unskilled places now available, in theory at least, to accommodate every unemployed 16-year-old leaver, the DE will expect that all of them will have been offered a suitable place. So it can assume that any youngsters in this group who are not in the YTS have turned down an offer and should have

Edited by Mark Jackson

been reported to the Department of Health and Social Security for appropriate action.

Mr Derek Mills, Cheshire county careers officer, who was chosen by the Employment Secretary to represent the careers service on the Youth Training Board, said this week that his impression was that most careers departments had so far held off reporting any youngsters to benefit offices.

But after this month the position would be quite different, said Mr Mills. Careers officers would know exactly what could be offered and would have a duty to see that every youngster was offered a place.

"As far as my own department is concerned, I shall make sure that every district careers officer carries out the obligation to report any refusals. That is the law and we shall implement it."

But other careers departments are saying that the guarantee to offer every leaver a place does not bind them, and they will only offer places that they consider suitable.

If the Employment Secretary, who is strongly committed politically to enforcing the benefit sanctions, thought that careers departments were taking this stand as a device to circumvent his instructions, he could not take any direct action to bring them into line.

Under the 1973 Act he can require local authorities to supply information to supplementary benefit offices, but with no way of ensuring that their careers departments provide it.

Local authorities - under the ultimate threat that the Government might use default powers against them - could theoretically order their careers officers to provide it or face dismissal.

But this is unlikely for the present: the Tory-dominated Association of County Councils has just urged on the Employment Secretary the need to consult careers officers more closely over benefit cases.

A spokesman said this week that the association believed that careers departments must be left with the discretion to decide whether a youngster should be offered a YTS place.

Meanwhile the staff of one careers department, Sheffield, are openly refusing to report youngsters, and have obtained the backing of their local branch of NALGO, the council officers' union, for their stand.

## Ruling threat to jobless

Unemployed 16-year-olds who insist on attending colleges under the 21-hour rule, instead of joining the Youth Training Scheme, will lose all right to a guaranteed place in the scheme under a new Employment Department ruling.

But they still risk having their supplementary benefit docked for refusing to switch to the scheme.

The youngsters, who are studying under the Department of Health and Social Security concession which enables the unemployed to draw benefit while attending college for up to 21 hours a week (15 hours for the first six months of unemployment), have to be reported by the careers service to the DHSS if they refuse a place in the YTS.

The DHSS says that they can argue that their course is a reason for not taking the YTS place, but it is still up to the local benefit officials to decide whether to dock their benefit.

But now the DE has told careers departments that youngsters studying under the 21-hour rule who make it clear that they do not want to switch to the YTS should be removed from the list of those who are guaranteed a place in the YTS under the Government's undertaking to fit in all this year's leavers. Mr Barry Sherman, MP, the new Labour spokesman on training and youth employment, says the youngsters appear to be at a double disadvantage.

## Minister abolishes group

The Careers Service Advisory Council, the national group of experts who advised the Government on careers work, has been abolished by Mr Peter Morrison, Minister of State at the Department of Employment.

The council, set up after the 1973 Employment and Training Act, brought together representatives of industry, the local authorities, teachers, and the careers service itself. Mr Morrison was its titular chairman, but had never called a meeting since he took office.

In a letter to the council's members, Mr Morrison said that he was disbanding it because he preferred to consult

individually with the interests involved, and that he was always accessible to their representations. In recent weeks a number of the members have been urging him to call a meeting to discuss the effect of his instructions to report YTS "refuseniks" to the DHSS.

The Association of County Councils has written to Mr Morrison expressing its regret at his decision.

It has also angered the Institute of Careers Officers, but Mr Derek Mills, who, though a member of the Institute, serves on the Youth Training Board in a personnel capacity - says he favours the Minister's action on balance.

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## Free day release may be dropped

by Mark Jackson

Local authorities may decide to stop providing free college courses for youngsters on day release from work as a way of offsetting losses on the Youth Training Scheme.

They are planning to use this threat in the negotiations with employers, over the charges for off-the-job training in next year's YTS.

Most authorities are making a heavy loss on the off-the-job training they are running for employers under Mode A this year. This is because, under heavy pressure from the Government and the Manpower Services Commission, they agreed to charge around a third less than the full cost.

The authorities hoped that they might break even on that deal because

they believed that the MSC would succeed in getting most employers to bring their apprentices and other "normal" trainees into the scheme, thus relieving the authorities' bill for day release courses.

But this has not happened, and most authorities are finding themselves still paying out nearly as much to subsidize the further education of employees while providing Mode A courses at a loss.

The situation has been aggravated by the unexpected competition from private training agencies, who have collared much of the commercial Mode A training while leaving the more expensive workshop training to the colleges.

The authorities fear that they could be left with an even bigger loss next year because the MSC is determined to cut back its targets for Mode B - the college-based courses for which it pays the full cost - and to expand Mode A.

So they will put a choice to the Confederation of British Industry - either agree to more realistic Mode A fees or pay for the further education so far provided for nothing.

One of the arguments is that the surplus of YTS places suggests there is less need than was thought to woo employers with low fees. But the local authority associations are unlikely to insist on the employers paying the full cost, for fear of driving more to private trainers.



## NEWS

## Life gets better for those with jobs

by Philip Venning

A view of the nation where life for millions of children and young people is getting better but for a growing minority affected by unemployment is getting worse, emerges from the latest issue of *Social Trends*, the Government's annual look at how the country is changing.

As usual, the volume of figures and charts points at opposing trends among young people - involvement in youth organisations is continuing to grow but the number of teenage drug addicts receiving treatment has declined again. Teenage pregnancies have declined but crime among teenage girls has increased.

Unemployment features as a factor in an increasing number of the tables and diagrams. It is revealed, for example, that only 14 per cent of the unemployed had taken or thought about taking any educational or training course. Only 2 per cent of former manual workers had done so.

The young unemployed were more inclined than older people on the dole to sleep late and go into town. Gener-

ally they were the least likely of any group, in work or out of it, to take part in voluntary work. By contrast, 38 per cent of female students had been involved in some voluntary activities.

By 1981, one in six of all school age children were in families where the head of the household was either unemployed or unable to work (a student or pensioner, for example).

In that year, 82 per cent of unemployed men with dependent children had an income at or below supplementary benefit level; 14 per cent received up to 40 per cent more, and 4 per cent above.

Through the number of families where at least one member was unemployed doubled in the past six years, the proportion with school-age children declined. Nevertheless, these families where the breadwinner was out of work were more likely to be large ones, with at least three children.

"This correlates with high unemployment among the lower socio-economic groups, which on average tend to have the largest families." About 7 per cent

of the unemployed were single parents.

People are generally spending more of their income on housing and heating, and less on food, a trend that is particularly true for low income families with children.

Households with children are more likely than those without to own the full range of consumer hardware, from freezers to washing machines. Indeed, few children are now in families without a colour television, washing machine, refrigerator and vacuum cleaner. There are no figures, however, on videos and home computers.

In the past 10 years the proportion of households, with children, which own a telephone has risen from half to over three-quarters. And children are far more likely to live in a centrally-heated flat or house than in 1973.

There are no marked differences in the way that large and small families divide their budget on different foods. One-parent families spend a slightly smaller proportion on meat than do those with two adults, slightly more on

vegetables and bread.

Six out of 10 couples who divorced in 1981 had children under 16, affecting a total of 169,000 children, a quarter of whom were under five.

Pregnancies among girls under 16 were down to 8,567 by 1979 from a high point of 9,739 in 1973 - the majority of which ended in abortion. The proportion of both boys and girls aged 16 to 19 who were non-smokers rose over the past 10 years, but the number of young people being treated as drug addicts has climbed back towards levels reached in 1971 (though this is not necessarily a reliable guide).

*Social Trends* also reveals that: 3.3 per cent of all letters posted in Britain came from educational or medical establishments;

89 per cent of households own a dictionary, compared with 84 per cent who own a Bible and 83 per cent a paperback. One in 14 working-class families have no books at all;

membership of education trade unions declined by 8 per cent from 1979 to 1981 - this was less than the fall

in manufacturing, engineering and construction;

the number of young people consulting counselling and advisory services rose from 10,000 in 1976 to 31,000 in 1982;

the number of staff employed by the Department of Education fell from 3,700 in 1979 to 3,500 in 1983;

average blood lead levels are higher in those under five than in older children;

enrolment by young people in the Scouts, youth clubs, and other organisations has continued to rise;

the proportion of 10 to 13-year-old boys found guilty of, or cautioned for, indictable crimes has fallen in the past five years, but the corresponding proportion of girls is continuing an upward trend;

families that earn between £9,500 and £16,540 a year receive most financial benefit from education, when taxes and Government benefits are added together.

*Social Trends 14 1984 HMSO £19.95*

## Biddy Passmore reports from a conference discussing the divide between universities and public sector HE

## End of the binary line?

What will happen to the binary line between the universities and public sector higher education in the next 20 years? Will it shift, blur or fade away completely?

The North East London Polytechnic had gathered some impressive speakers to give their views at a conference in the Royal Hall last Friday. They did not agree.

Speaking in the conference was Sir Peter Brooke, minister for higher education, declined to predict what would happen. But he touched on a theme that was to recur many times during the day: that there was already as much diversity within sectors as between them.

Mr Brooke said he welcomed the "fullest and most rigorous dialogue" on what student demand would be, while making it plain that contraction was inevitable. And he called for trans-binary cooperation in order to strengthen the system while it contracted.

The minister was followed by the man often credited with creating the binary system single-handed: Sir Toby Weaver, deputy secretary in the years of Boyle, Crosland and early Thatcher. (As Gerry Fowler, director of NELS, and a former Labour minister said: "Perhaps Toby Weaver couldn't read the mind of ministers but he helped form the mind of ministers.")

Sir Toby described how Robbins was routed; how, while accepting his principle of student access, successive governments had, in fact, undermined his basic plan, which was to create a university near-monopoly.



Peter Brooke: "decided prediction"

If Robbins had been implemented, he said, nearly 90 per cent of higher education would now have been in the universities, under a separate minister of higher education, with only 59,000 places left with local education authorities. As it was, the share of places between universities and the public sector was now 56/44.

Sir Toby did not foresee dramatic changes. "If I were to make a prediction," he said, "the binary system would still be flourishing in the year 2000. If I'm wrong, it would be because the universities would have joined the maintained institutions as part of a unitary system under public control."

Asked to define "public control", Sir Toby parried the question with an old mandarin's skill ("the opposite of professional control"). He also quelled a plea from the audience for greater polytechnic freedom. That had happened up to 1976 and "some thought it was not a very good way of running a railroad".

In any case, that would not change the binary system. "All you'd be doing would be moving certain institutions through the green baize door, so to speak."

The line between the two sectors did not seem so clear cut to Sir Peter Swinnerton-Dyer, chairman of the University Grants Committee. He pointed out that it was "a gross oversimplification" to describe the universities as self-governing and the polytechnics as the opposite. Government was now a "fundamentally interfering body"; both universities and polytechnics got their money from outside and governments described that money at some stage in its passage as "our money".

Teaching styles were different, he conceded, because university teaching was broadly designed for the 18-year-old taking a full-time degree while a large proportion of polytechnic students were part-time and mature.

But institutions should also teach in different ways according to the students' intelligence. "You ought not to teach students with three As at A level in the same way as those with three Cs," he said. Yet there were undoubtedly some universities where the teaching was designed for the students they would like to have rather than the students they actually had.

In research, too, the usual distinction drawn - that universities did pure research while polytechnic research was applied - did not necessarily serve universities well. Not only was pure research now less respected than it was but much of what was discovered would be better left unknown. "There is a need for less accumulation of facts

and more synthesis of them", he said.

Sir Peter also saw the future in a different light from Sir Toby. "I shall be extremely surprised if the binary line as we now know and love it survives even to the end of the century," he said. He warned, however, of the danger of academic drift involved in cross-university and polytechnic merged, the institution must not succumb to the temptation to abandon sub-degree and part-time work. "It would be jolly silly to merge and then have to create a brand new polytechnic because the new institution was not meeting local needs", he said.

He saw no reason why our higher education system should not develop in the same way as Japan's, where there were national universities, state universities and city universities (depending on their source of funding), as well as private universities "of very great distinction".

But he was against a variety of sources of funding for a single institution, arguing that "the administrative complexities would outweigh the emotional advantages".

All this drawing of analogies and speculation about the future was too abstract for Ray Rickett, director of Middlesex Polytechnic. The differences between the two sectors were real, he said: on validation arrangements, salaries, power to grant degrees, level of physical provision and unit costs - and the greatest damage was done by the different funding levels.

Most polytechnics and large colleges get on extremely well with their own i.e.s.s. Dr Rickett said: "None of us would be complaining if the money was different."

He quoted figures from a DES comparison of unit costs in the two sectors which showed that arts in the universities were funded at a higher level than science in the public sector. Even allowing for university spending on research, there was still a difference of £500 per student between the two sectors. The North East London Polytechnic was marginalised for being expensive, yet its only crime was to spend the same amount per student as the cheapest universities without a medical school.

Dr Rickett praised the universities for "maintaining their spending per student - and, thus, quality - at a time of cuts and bitterly criticized the NAB for deciding to cut spending per student by 11 per cent rather than seeking to bring it up to university levels.

"We must move very fast. If we are not going to change the public sector clearly, his view, the spending divide, at least, should end."



Stuart MacLure, Editor of *The TES* (centre), and Gabrielle Malloy, winner of the 1983 Super Brain contest organized by MENSAs, present Dr Ray Rickett, winner of the Brainwave competition, with the Brainwave trophy. Dr Oliver also won £500 for himself and £1,500 for his school, Edgware School, Middlesex. His Brainwave was a "displacement cylinder gauge" for measuring the exact level of liquid displacement. The competition was organized by *The TES* and Hestor Hope, and teachers were asked to submit ideas for aids that would help in the classroom.

## Welsh Lit exams threat

by Nick Wood

Ministers are worried that the death of plays written in Welsh may make it difficult to construct a satisfactory new exam in the literature of the language.

They have asked the Secondary Examinations Council to investigate whether Welsh translations of the works of non-indigenous dramatists would help to plug the gap.

They are particularly concerned that lack of suitable texts may prevent the exam from stretching children of all abilities.

The comments come from Sir Keith Joseph, the Education Secretary, and Mr Nicholas Edwards, the Welsh Secretary, in reply to proposals from the exam boards for new 16-plus exams in three subjects - Welsh (first language), Welsh (second language) and Welsh literature.

The Secretaries of State accept that there is likely to be some difficulty in finding appropriate dramatic texts for use by candidates of a wide range of ability, but they consider that nevertheless drama should figure as one of the three literary forms for study along with poetry and prose.

They invite the SEC to consider the selective use of literature in translation might help to fill the gap, the boards are told.

The plan to put all youngsters, regardless of ability, through the same package of exams and other forms of assessment such as coursework, also alarms ministers. They question whether such an approach would constitute a fair test for candidates of widely differing abilities.

Noting that the proposals for Welsh language examinations in all three subjects, they have asked the

SEC to advise them further - a line they have taken with other subjects when exam boards have suggested the same set of hurdles for all children. In their reply to the proposals for Welsh (first language) - an exam to be taken by children fluent in Welsh - ministers accept that past experience shows it is possible to conduct fair and reliable tests of a candidate's ability to speak the language.

But they want the guidelines for such tests stiffened to ensure that examiners pay close attention to the grammar, syntax and vocabulary of children's speech.

In written work there should also be an emphasis on "clarity of presentation and a good standard of correctness in grammar, syntax, spelling, punctuation and so on."

A letter from Mr Edwards to Sir Wilfred Cockcroft, chairman of the SEC, says that it is inevitable that the proposals for the new exam in Welsh (second language) will be placed on the same footing as those for foreign languages.

The Minister warns against this approach, pointing to "significant differences" that should shape the curriculum. "Not least is the Government policy for encouragement of the learning and use of the language more widely in Wales."

"Furthermore, in parts of the Principality, Welsh is an integral part of the life of the community and this has implications for the teaching, learning and examining of Welsh which are significantly different from those applicable to other languages, and affect the balance of components within the syllabus and examinations."

## NAHT refuses to play ball over soccer school plan

by Bert Lodge

One of Britain's headteacher unions has joined the English Schools' Football Association in condemning the proposed national soccer school for the top 40 schoolboy players.

The plan is to billet the boys at Lillleshall, the national sports centre in Shropshire, for two years while they receive special coaching and attend a local comprehensive. The first intake of 25 boys is due to arrive next September.

At its last meeting the executive council of the National Association of Head Teachers agreed with many of the criticisms already made of the scheme (TES, November 18) and resolved to write a letter of support to ESFA.

Mr Arthur de Caux, assistant secretary of the NAHT, said there was general agreement on the council that the plan smacked of the East German approach of getting them young and force-feeding them through to a gold medal.

"We are also worried about what the Football League clubs will do. We can see them homing in like vultures on these boys when they are under enough pressure as it is."

Author of the scheme is Mr Bobby Robson, England team manager, and the ESFA claims it is the result of his anxiety for England to do well in future European and World Cup competitions.

It pointed out that after England's failure in the 1982 World Cup, Mr Robson was put in charge not only of the team but also of the coaching department of the FA. He produced

his plan for the national school last December.

Mr de Caux said it was not the job of his association to advise the FA on why we did not win the World Cup, but like the ESFA, he doubted whether establishing the school would lead to an improved England performance. They also agreed that the experimental nature of the school would lead to young people being used as guinea-pigs.

"Moreover, we doubt the ability of the Football Association or anybody else to select the best boys in the country at such an early age - and whether those selected will develop into the best adult players."

"We are also concerned about how the boys will fit in to the day school for two years and into the life of the community."

One proposal by Mr Robson did meet with NAHT approval - that of establishing centres of excellence round the country for the development of young players. "That seems a better way forward."

This idea is also welcomed by the ESFA, but with reservations. The schoolmasters are resisting the efforts of the Football League to have the centres based on league grounds. They believe they should be in sport and leisure centres or schools.

The Football Association was reported this week to have found a sponsor for the first two years of the Lillleshall school. It is understood to be part of a £1.2m deal with an international motor manufacturing firm.



## Nigel beats golf handicap

Nigel Osborn-Clarke, a pupil since the age of three at Elmfield School for the Deaf, Westbury-on-Trym, Bristol, has won this year's Golf Foundation Award.

Nigel, aged 17, took up golf less than five years ago and now has a handicap of five at the Shirehampton Club. This year he has won the PGA Junior Medal and the South-West Junior Championship, and has played for the

Gloucestershire Union Junior, Colts and senior teams and the Avon schools' county teams. He was also chosen as reserve for the English Golf Union and selected for the English Golf Union coaching. Michael Bonallack, chairman of the Golf Foundation for the past 10 years until his appointment last month as secretary of the Royal and Ancient Golf Club, St Andrew's.

## More pupils demanding damages for PE injuries

Cases involving physical education teachers in litigation more than doubled last year, an investigation by the Physical Education Association has found.

Now the association is urging all PE teachers to take out additional insurance cover in the face of increased claims by pupils for injury caused by the teacher's negligence.

Mr Andrew Petherick, general secretary, said this week that more than 70 cases were reported last year when the annual average used to be 30-plus.

In one case, damages of £420,000 were awarded. In another, a trampoline accident resulting in partial dislocation had led to an award of £250,000.

Writing in the latest issue of the *British Journal of PE* he warns teachers against assuming they will always be covered by their local authority for legal liability action. "This is generally the case. But where a teacher is in breach of his contract and negligence occurs the local education authority could look to the teacher for a contribution towards the damages incurred."

He blames a heightened awareness among the public of parental rights for the rise in legal cases involving PE teachers.

## Burlington Danes

The head of Burlington Danes School, London W12 is Mr Kenneth Pyffe and not Mr Donald Palmer as reported on the sports pages of the December 2 issue of *The TES*. Mr Palmer is deputy head of the Danes site of Burlington Danes.



Eric Heffer: pledged support for strike

## Students skimp on textbooks

Students are now spending on books less than a third of the amount allowed for them in the maintenance grant according to a major survey published last week.

The survey, sponsored and published by the Publishers' Association and the British Library, found that students were spending on average only £56.50 on books a year, compared with the national average of £175. Three-quarters of university students said that there were recommended books they would not buy.

Mr John Davies, director of the University, College and Professional Publishers' Council of the Publishers' Association, said the situation was extremely worrying, especially as college libraries were also being cut.

Copies of the report are available from The Publishers' Association, 19 Bedford Square, London WC1B 3HJ, price £10 inclusive.

## Heffer urges ILEA staff to take stand

Employees of the Inner London Education Authority will need to take "extra-parliamentary action" if they are to defeat Government plans to abolish the authority, Mr Eric Heffer, chairman of the Labour Party, said last week.

Speaking at a rally jointly organized by the 14,500-strong Inner London Association of the National Union of Teachers and the National Union of Public Employees, Mr Heffer pledged his support for the one-day strike planned by unions on January 24 over the Government's plans to abolish both the ILEA and the Greater London Council.

He said it was "the sort of extra-parliamentary action required at the

present moment", adding: "It doesn't mean we want to chuck out the Government by force. It means we want to use all the means we can to apply pressure to the parliamentarians and make a stand on behalf of the people. We shall fight them in every possible way."

Mr Richard Rieser, general secretary of the Inner London Teachers' Association, warned that "there may well be need for further action" after the one-day strike. If the legislation to abolish the authorities went ahead there would need to be "united activity in all our schools against it."

"There is only one way to get people out on January 24 and get them to come to the rally we have in Hyde

Park", he added. "That's to get them out on strike."

Meanwhile, in a submission to the Government over its plans to abolish the authorities - and replace the ILEA with a joint board comprised of borough representatives, the Secondary Heads Association says it does not feel the move "would lead to any improvement in the educational services of our capital city."

"London has a high proportion of children disadvantaged for a number of reasons: any authority must bear in mind that these children are more expensive to educate than more fortunate ones and this underlines the need for nursery schools, and support services such as the psychological and guidance centres," it adds.

"Similarly the school meals service is of vital importance to the health of these children."

"We have seen many of these aspects of the education service seriously affected in some of the outer London boroughs and we would fear a similar outcome in Inner London as a result of the Government's proposals."

"We would draw attention to the rich cultural life of London, due in no small part to the provision of adult, further and higher education and to the very full use of London's school buildings outside normal school hours," it concludes. "We think that all this might be diminished by the proposed legislation."

## The TES Guide to the YTS

The new Youth Training Scheme officially began operating in April 1983 but despite wide publicity most people in education and industry still have only a hazy idea of how it works.

Who is in the programme and what does it do for them? How does it affect schools and colleges? What is the real significance of the scheme for education, industry and most important of all, the young themselves?

The TES Guide to the YTS attempts to sum up the facts and to set out how the scheme actually works.

The Guide is available in reprint form price 25p including postage within the UK.

Please direct your enquiries to:

Frances Goddard  
The Times Supplements  
Priory House, St John's Lane  
London EC1M 4BX



## NEWS

## CHRISTMAS NOTICEBOARD

## GALLERIES...

**The National Gallery**  
The National Gallery Christmas quiz for children has "Seeing Things" as its theme. It is free from the Orange Street entrance from December 27-January 8 and caters for all ages. Linked to the quiz is a ghost story competition.

**Meet the Artist - Holbein** is a performance for children in which Holbein is portrayed painting "The Ambassadors" and the audience is invited to ask questions. Performances are at 2.30pm on December 28, 29, 30 and January 3, 4, 5 and 6. Admission free, free tickets issued 30 minutes before the start of each performance and priority given to 8 to 11-year-olds.

**The National Portrait Gallery**  
The gallery at St Martin's Place, London WC2, has organized art, craft and drama activities for children aged 7 to 14, based on the exhibition, "Police Society: Portraits of the English Country Gentleman and his Family," by Arthur Davis, 1712-1787, on January 4, 5 and 6. Details and tickets from the gallery. Please mark envelope "Loyal Entertainment" and enclose s.d. Phone bookings on 01-930 1552 ext 239.

**The Tate Gallery**  
Looking into Space is the theme of the Tate Gallery's Christmas Trails for children aged 8 to 14, for which eight paintings have been selected to show how artists create an impression of depth. Available daily from December 7-January 8. The Children's Christmas tours on December 28 and 30, and January 3, 4 and 5 will follow the same theme. Meet 11.30am at the Rotunda Christmas tree.

**Cecil Higgins Art Gallery**  
An Alison in Wonderland costume competition for children aged 7-13 years from 2.30-4pm on January 3 and 4. Castle Close, Bedford.

## MUSEUMS...

**British Museum**  
"Urban and Rural" - a children's trail for the Islamic Art and Design exhibition is available in English and Turkish from the information desk at the front hall, and from the exhibition.

The "Roman Britain" exhibition also has a trail for children available throughout the holidays and special talks will be given in the Roman Britain room at 2.30pm from January 3-6. Films on Roman Britain will be shown at 3.30pm in the lecture theatre. No booking required. Inquiries to the British Museum Education Service, Great Russell Street, London WC1. Tel: 01-636 1555.

**Museum of Mankind**  
Two new exhibitions open on December 16: Himalayan Rainbows: textiles and patterns in Nepal; and Patterns of Islands: the peoples and cultures of Micronesia. The regular chain of more than 2,000 islands in the west Pacific. Details from the museum: Burlington Gardens, London W1.

Handling sessions will also be held during the Christmas period to allow children the chance to touch objects normally only seen in glass cases. The material from a variety of places but mainly Africa, will include weaponry, carvings and musical instruments. 10.30-12.30 December 28-30 and January 3-6.

**The National Museum of Natural History**  
The museum at 21, Museum Street, London WC1, has organized art, craft and drama activities for children aged 7 to 14, based on the exhibition, "Police Society: Portraits of the English Country Gentleman and his Family," by Arthur Davis, 1712-1787, on January 4, 5 and 6. Details and tickets from the gallery. Please mark envelope "Loyal Entertainment" and enclose s.d. Phone bookings on 01-930 1552 ext 239.

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10.30am-12.30pm, afternoon session 1.30pm-3.30pm. Art and craft activities related to the museum's ethnographical collections will be organized. Admission free, but numbers limited.

**On December 17** a family workshop will be held on "Making Bull-Roarsers", a musical instrument. Minimum age 10. Details from the museum, London Road, Forest Hill, SE23 3PQ Tel: 01-699 2339.

**Natural History Museum**  
Puppet show performances for 4 to 11-year-olds by the Nutmeg Puppet Company. Daily from January 3-18, except January 9, at 11am and 2.30pm on weekdays and 3pm at weekends. Tickets £1, advance booking recommended. Mr A Liddell, Natural History Museum, South Kensington, SW7 5BD.

**Museum of London**  
"Underground London" - a series of illustrated talks, workshops and walkabouts on archaeology from the earth, discovering Roman and Medieval London. Suitable for all the family (from 10 years upwards), events at approximately noon, 2.15 and 3pm each day from January 3-7. Programme details from the Museum of London, London Wall, EC2. Tel: 01-600 3699.

**Battersea Arts Centre**  
"Movement Schools" are to be held at the centre for 7 to 12-year-olds on December 28, 29, and 30, and for 13 to 20-year-olds on January 4, 5 and 6. Morning sessions consist of dance and gymnastic skills and afternoon sessions in utilizing the skills in creating movement and theatre. 25 for three days. Contact the Arts Centre, Old Town Hall, Lavender Hill, London SW11, 01-223 6768 for bookings and details.

**The Barbican Centre**  
That's Cricket, an assembly by John Huntley of rare archive film of famous cricketers, introduced by Brian Johnston with Tony Lewis and E W Swanton in the Barbican Hall at 3pm on December 29.

**Steam on the Big Four - Railway Film Festival** in Barbican Cinema 2 at 2.30pm on December 27 and at 11am daily from December 28-30. Compiled and introduced by John Huntley. Sinfonia of London's children's concert at 3pm in the Barbican Hall on December 30 includes Prokofiev's *Peter and the Wolf* and The Spowman Howard Blake's musical score for Raymond Briggs's story.

Booking details from box office, 01-638 8891.

**National Theatre**  
Five story tellers present folk-tales and fairy stories from Australia (December 21 for 8 to 12-year-olds), South-East Asia (December 22 for 8 to 12-year-olds), India (December 23 for 8 to 12-year-olds), and December 30 for 6 to 12-year-olds; North American Indian stories (January 3 for 7 to 11-year-olds) and the West Indies (January 5 for 7 to 10-year-olds). Each session in the Olivier Stalls Foyer at 11.30am lasts about an hour.

Acrobatics workshops conducted by a qualified gymnastic coach will be held in the Lyttellon Circle Foyer at 11.30am on December 29 for those with no experience.

**Students at Warwick University** have announced that they will pay their college rents next term into a special bank account, not to the university, in protest at the £30,000 fine imposed after a violent demonstration against Sir Keith Joseph, the Education Secretary.

The students have already conducted a three-week boycott of the university's commercial services, which they claim has led to the closure of two bars and the loss of some £15,000 in takings. If the rents threat is carried out - and some 70 per cent of the students say they are willing to take part - it could lose the university a further £350,000.

"Our aim is not really to deprive the university of finance but just to show the strength of support by students on the campus who are outraged by this ludicrous fine", Mr Richard Jones, president of the students' union, said. "How can you be fined for events outside your control?"

But he said he hoped the union would reach agreement with the university authorities over the Christmas period. He said there was no question of the union agreeing to a fine but it would certainly be willing to see how similar events could be controlled in the future.

If no agreement is reached, the university will simply deduct the fine from its allocation to the union, the next instalment of which is due to be paid in January; £30,000 would represent nearly one tenth of the union's allocation for the year.

**December 19**  
"Christmas and the Great Western Railway" - an illustrated lecture by Professor A Atkins at 3pm in the Palmer Building, University of Reading, Whiteknights. The lecture will cover a number of themes connected with children, railways and Christmas. The development of toy trains and model railways will be discussed and the talk will conclude with a showing of films from British Rail, including one about building the Severn Tunnel. Admission free.

**December 20**  
A lecture on "Pulsars" by the Astronomer Royal, Professor G Smith at the London Planetarium, Marylebone Road, London W1 at 7.30. Admission £1.15 adults, 75p under 16s; doors open at 7pm.

**December 26**  
"Man, Snow and Ice" - an illustrated lecture on the life of Arctic peoples by Mr D Boston, director of the Horniman Museum, at 2.15pm. Doors open at 2pm. Tel: 01-699 1872.

Compiled by Mary Crickshaw

## Students hold back rent over fine

by Biddy Passmore

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## UNITED STATES

Peter David on the outcome of a year-long debate

America's great debate on education culminated with a national summit conference in Indianapolis last week, giving federal officials, teachers and state and local school boards an opportunity to review the impact of a year of intensive discussion about educational reform.

The debate, which started in February when a presidential Commission on Excellence in Education published a stinging attack on educational standards, has produced mixed results. On the positive side, it has galvanized states and districts into a spate of reforms. But it has had depressingly little impact on the amount of money appropriated by Congress for the 1984 education budget.

A survey published last week in the journal *Education Week* suggests that the outpouring of speeches and reports at national level has had a dramatic impact on the thinking of states and school districts, the main providers of education in the United States. In the past 11 months, the survey indicates, 34 state-level commissions have been formed to study educational improvement.

In many cases, issues highlighted in the report by the Commission on

Excellence have dominated the thinking of the local commission. More than 30 states, for example, have begun to consider the controversial recommendation that exemplary teachers should be paid more than their colleagues. At least two states, California and Florida, have already approved schemes that would do so.

Another theme of the national report - that more time be spent on teaching - has been echoed in many areas. Seven states have already increased the amount of time spent on teaching and another 10 are considering lengthening the school day. Sixteen states are deciding whether to lengthen the school year and 10 states are discussing the possibility of increasing instructional time by cutting back extracurricular activities.

Any hopes that the Reagan Administration might be ready to augment these initiatives with substantially increased federal funding were, however, dashed at the Indianapolis conference. The Education Secretary, Mr Terrel Bell, said in the keynote speech that state governors should press first for reforms that could be made without spending extra money.

The Department of Education has reportedly clashed with the White House over the size of the 1985 education budget. Mr Bell is believed to be asking for an increase of \$3 billion (£2 billion) as a visible demonstration of the Administration's commitment to reform. He is being vigorously opposed by David Stockman, director of the President's budget office.

## OVERSEAS

## High hopes raise no extra cash

Acknowledging criticisms that the Administration's response to the new education debate has consisted largely of rhetoric so far, Mr Bell hinted that President Reagan's State of the Union message in January might contain news about new federal initiatives and spending.

State governments are not expecting a federal bonanza, however. Many were disappointed that despite all the excitement about education this year, Congress ended its legislative calendar recently without acting on any of the parade of bills which proposed big increases in education spending.

The biggest disappointment was a decision by the Republican leadership in the Senate to block, for the time being, a Bill that would have pumped an extra \$1 billion over the next two years into new programmes to improve curricula and teacher training in maths and science. The House of Representatives had passed the Bill by an overwhelming vote (348 to 54) in March.

Some education organizations, notably the National Education Association, are nevertheless confident that Congress will pass a major education spending bill when it reconvenes early next year. The NEA is throwing its weight behind an ambitious American Defense Education Act sponsored by the Democratic presidential contender, Senator Frank Lautenberg.

The Bill, designed by the NEA itself, is portrayed as the 1980s equivalent of the legislation that boosted federal spending on education after the Soviet Union launched Sputnik in 1957. It

calls for an enormous programme of federal grants for both schools and colleges.

Under the scheme, elementary and secondary spending would be augmented by \$2 billion in the first year and \$4 billion in later years. An extra \$25m would be spent on higher education in the first year, with similar increases in subsequent years covered by the legislation.

The huge scale of the proposed spending increases ensure that the Bill will face powerful opposition from a Congress that is already worried about the size of the federal deficit. The measure has nearly 200 cosponsors in the House of Representatives, but fewer than 30 in the 100-member Senate.

The emphasis in the national debate on the notion of "excellence" has meanwhile begun to worry some observers. Traditionally, federal spending on education has been designed to help children whose education is disadvantaged because of poverty, handicap or language difficulties. A number of education leaders and Congressmen fear that a preoccupation with excellence could displace this older interest in promoting equality.

To some extent, it has already happened. In 1981, the Reagan Administration announced a policy of "new federalism" under which a significant number of federal government functions would be handed over (or returned) to individual state governments. As part of that policy several programmes which had directed federal

aid towards particular categories of children were merged into two block grants, and responsibility for running them was transferred to the state governments.

The result, according to a report published by a Congressional committee last week, has been a substantial reduction in assistance to poor children or those from ethnic minorities. Representative Ted Weiss, chairman of the committee which issued the report, accused the Administration of failing to fulfil its responsibility to guarantee equal educational opportunities to all children.

He added: "The actions of this Administration have undercut programmes designed to assist minorities, the poor and the disadvantaged. The President has slashed budgets for these programmes. He has fired education experts who have dedicated their careers to helping the educationally deprived and he orchestrated the consolidation of programmes for the disadvantaged into block grants, further reducing their budgets and effectiveness."

The report says that budget cuts alone eliminated more than 140,000 children from compensatory programmes for students from deprived backgrounds. The Emergency School Aid Act, which provided federal assistance to districts supporting school desegregation was also "substantially weakened". Urban school districts that had used the programme lost millions of dollars and were forced to reduce or cut down their services to minority children.

## Myths to make tomorrow's martyr

## ISRAEL

Benny Morris on teaching for conflict and sacrifice.

Israeli schoolbooks barely touch upon the Israel-Arab conflict, ignore almost completely the Palestinian problem, do not even mention the 1.2 million Arabs who live under Israeli military rule in the occupied territories, and teach next to nothing about Israel's own Arab minority, according to findings revealed in a recent symposium in Tel Aviv University.

The symposium, attended by Mr Ze'evu Hammer, the Education Minister, and many of Israel's leading educators, was entitled "Education in the shadow of wars."

Dr Daniel Bartal, a psychologist working in Tel Aviv University's school of education, recently completed a partial study of Israeli school textbooks, "looking through general reviews (mostly used by pupils up to the age of 14) and history and citizenship books found that the great majority of the textbooks could only lead to brainwashing of Jewish children against Arabs and to ignorance about the Arab-Israeli conflict on the historical and political levels."

The ministry's curriculum division made one important effort to correct this with the publication in 1979 of a major textbook for Grades 11-12 (17-18 year olds) entitled *The Israel-Arab Conflict*. But the book - which offers a perceptive and relatively balanced picture of the development and causes of the conflict since 1880 - was severely attacked by right-wing educators and politicians and is used only in a small number of liberal-minded high schools. The larger, primary and junior high school systems have nothing equivalent or similar to this textbook.

What is on offer in the great majority of the country's schools was defined by Dr Bartal as "functional mythology" which prepares the Israeli (Jewish) child for a future in which he may have to fight and make sacrifices. The textbooks do not prepare the pupil for a future allowing for Arab-Israeli coexistence or for open-mindedness about the conflict, and peace appears only as an afterthought.

Dr Bartal based his findings on a thorough examination mainly of the "Israel Readers" series (Mikraot Yisrael), used in most schools by children aged between 6 and fourteen.

A *Haaretz* daily newspaper correspondent, Nili Mendler, recently cited some of the passages from these books. "War of Independence", a poem by Levin Kipnes, said: "... And then along seven routes they fled. Uprooted (themselves), bowed, fell, ran away, beaten and hurt - the banners were destroyed" (about the flight of the Palestinian Arabs in 1948).

From "Through Water and Fire", a story by Eliezer Smol, about a 12-year-old who in the 1948 war volunteered to bring water to besieged Jewish soldiers in Jerusalem and is captured by Arabs. They fill his water bottle with explosives, send him towards the Jewish lines and blow him up. From the Arab lines then heard "a noise of wild laughter". In the course of the story, the Arabs are called evil and villains.

Side by side with the neglect of the history and causes of the conflict, and a biased description of the "Arab foe" is a mythical view of the Israeli fighter - all-powerful, humane, heroic.

In "Alif", a story by Moshe Shamir, the hero fills his water bottle with explosives, send him towards the Jewish lines and blow him up. From the Arab lines then heard "a noise of wild laughter". In the course of the story, the Arabs are called evil and villains.



Triumphant young Israelis in the Gaza Strip, 1967... no thought given to peace and coexistence.

Twelve-year-olds, reading the "Israel Reader" for grade six, are told a lot about the 1948 and 1968 wars - but next to nothing about 1956 and 1973. Nor is there any mention of the Arab population of the occupied territories, under Israeli rule for the past 16 years.

An internal ministry report has recently been submitted to the education ministry's pedagogical secretariat, proposing a review system. It is early yet, and it is unclear whether the secretariat will recommend any reform or whether the ministry will act upon it.

At the start of the Tel Aviv University symposium, Mr Hammer said Israeli schools should educate the country's children for "war and for peace", for the rigours of army life as well as for creativity and individualism, for killing when necessary but without inculcating hatred of the enemy.

## Travel

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## OVERSEAS

## Education tops list of reforms

## JAPAN

Barbara Casasnovas on a leading issue in the general election

Educational reform has emerged as a major issue to the ruling Liberal Democratic Party's (LDP) campaign for Sunday's general election.

In speeches last week, Prime Minister Yasuhiro Nakasone declared that education would take top priority when reforms to streamline government bureaucracy have been completed. However, opposition parties and rival LDP factions consider Nakasone to be merely trying to divert public attention from the October conviction of former LDP prime minister Kakuei Tanaka in the Lockheed bribery case, over which the election was effectively called.

Blaming ignorance of traditional Japanese ethics for the deterioration of the education system, including the mounting school violence, Mr Nakasone said the Central Education Council (CEC), an advisory body to the education minister, would be instructed next year to review the 6-3-3 system (six years of primary and three years each of lower and upper secondary school) and the uniform first-stage entrance examination for national and local government-run four-year universities and two-year junior colleges.

He also advocated the introduction of foreign language courses at primary level, community work at primary and lower secondary schools, improvement in the quality of teachers and limits to university professors' security of tenure to permit dismissal.

A local point in the debate and



Preparation for the examination system which is heavily criticized

pressure for reform is the highly-publicized examination hell, which virtually dictates the content of education, and the so-called deviation value (*Hensachi*).

This method of measuring ability, which is operated by private companies, is widely used by teachers and vocational guidance staff to orient pupils towards the upper secondary schools and higher education institutions that they have a chance of entering.

In the case of schools, it is a distortion of a directive issued by the education ministry 17 years ago for reports from lower secondary principals, as well as entrance exams, to be taken into account for admissions.

But according to ministry officials, teachers now rely too much on the *Hensachi* and too little on extra-curricular activities, character and general attitude in assessment. In a few cases, pupils sit *Hensachi* tests every month in their last year of lower secondary school

to monitor progress. Seven years ago, the ministry directed local education boards not to overemphasize the measurement method, but the instruction appears to have been largely ignored and last week the ministry again requested local boards not to rely too heavily on the *Hensachi* for higher education guidance.

This week, a new 18-member panel was due to meet for the first time to discuss a revision of the upper secondary school admission system and is scheduled to submit proposals next June. Although not stipulated in the regulations, a standard examination is held for all types of upper secondary schools - five subjects in most areas - with no provision for regional characteristics and institutions' specialities. Officials hope the panel will strike a balance between the present uniformity and a free-for-all, with each school setting a different emphasis.

Other proposals being considered

include streaming at lower secondary level. This was recommended in an interim report submitted by the curriculum study committee to the CEC last month after two years of work. The proposal is intended to remove some of the excesses of the system's egalitarianism, which generally makes no allowance for gifted pupils or under-achievers and was immediately - and predictably - condemned by the powerful left-wing Japan Teachers' union (*Nikkkyoso*) as discriminatory.

Ministry officials take a cautious view of streaming, saying some experiments may be conducted, and favour greater diversity in the curriculum with more optional subjects.

Although Japan now seems to have reached some kind of consensus on the need for educational reform, how far it will go depends on the outcome of the election and whether campaign promises are fulfilled. Opposition parties and the *Nikkkyoso* seek to combine the two stages of secondary education (the first is compulsory, though 94 per cent go on to the second) but ministry and other sources doubt that change will be as sweeping as indicated by the pre-political electioneering. Overall, the ministry wants to promote individuality at institutional and personal level, with the introduction of parallel courses, while observers point to the inherent conservatism of the ministry, the "glacial slowness" with which change takes place in Japan and the vast rigid effect of even the slightest modification to the rigidly interlocked education structure.

Nakasone has mentioned 1985 as the target date for the start of reform, which is considered realistic for new rules on upper secondary and university entrance, the *Hensachi* and teachers' training, for which a bill is due to be presented to the Diet (Parliament) in the next session.

Commenting on the case, the official newspaper, *People's Daily*, said that such "feudalist ideas" would cause much trouble in the future, particularly with the state family planning programme which allows couples to have only one child.

Jane Marshall

## Need to enforce equality

## CHINA

China's reputation as a land of sexual equality has received a setback with the uncovering in some schools of discrimination against girls.

Examinations for selection to senior middle schools in Shijiazhuang, capital of Hebei province in north-east China, set a pass mark for girls which was 10 points higher than that for boys. More than 80 girls were thus denied places in key schools - those which are allocated more money and better teachers, and which take the brightest students.

When some of the parents discovered this, they complained to the authorities, and the municipal education bureau restored their daughters to their rightful places.

Although equality of the sexes has been the official line in China since the Communists came to power in 1949, the policy has yet to breach the millennia of tradition which counts males as superior to females. The authorities investigating the complaint in Shijiazhuang found that the selectors were discriminating against girls because those in charge thought which change takes place in Japan and the vast rigid effect of even the slightest modification to the rigidly interlocked education structure.

Nakasone has mentioned 1985 as the target date for the start of reform, which is considered realistic for new rules on upper secondary and university entrance, the *Hensachi* and teachers' training, for which a bill is due to be presented to the Diet (Parliament) in the next session.

Jane Marshall

## Looking for a homeward lure

## TURKEY

Two small new schools will open in Istanbul and Izmir next month. This apparently unremarkable event is significant because the scheme is being financed by the West Berlin Senate, and the teachers will receive training in West Germany.

Catering initially for only a few dozen part-time students, the "apprenticeship schools" aim to give young car mechanics and similar workers sufficient knowledge to start their own businesses.

However, the Germans do not hide the fact that the project is linked to the anticipated return from Germany of many Turkish "guest-workers". Some two million Turks live in the Federal Republic, and the Kohl administration has been seeking ways of encouraging them to return to their country of origin.

The largest concentration of Turks in West Germany is in Berlin, once described as the third largest Turkish city after Istanbul and Ankara. It is hoped that the two new schools will expand to provide opportunities for the children of the returning workers. The last couple of years has seen an increase in educational cooperation between the two countries, with more and more Turkish teachers going to work in West Germany, the acceptance of Turkish as an official second language in some German schools and talk of establishing a German-language engineering faculty at one of Turkey's leading universities.

Bernard Kennedy



## LETTERS

## Blanket tests too simple

Sir - Providing extra information so that parents can "judge how well a school was meeting the child's needs" is undoubtedly a good thing. Giving control of the curriculum to Croydon's education committee is something the merits of which require political discussion. But proposing blanket testing to evaluate heads and teachers, and intending that the results should judge "the quality of teaching or leadership" is quite another proposition (TES, December 2).

It is hard to believe that this is really what Mr Naismith, the CEO, intends, since it suggests a misunderstanding of the limitations of standardized testing, and could lead to some of the worst aspects of the United States minimum competency testing movement.

It really is not that simple. Standardized test scores give only a partial picture of children's achievements and therefore a school's performance. Such partial measures give no informa-

tion about classroom processes. Thus, even if "problem schools" were identified using tests, the scores would give no information about where the "problem" lay.

The picture provided is also partial because test scores are determined by factors other than school ones; for example, social and environmental factors. Mr Naismith would do well to consult the DES on this (see "Social class has most effect on exams - DES", TES, December 2, page 3). Schools with a high proportion of middle-class children tend to obtain higher test scores; this means that it will tend to be the heads and teachers in schools serving disadvantaged children who are sacked if Mr Naismith's plan goes ahead, and this will not necessarily have anything to do with their teaching or managerial abilities.

As our recent investigation of standardized testing in local authorities showed (Testing Children: Stand-

ardized Testing in L.E.A.s and Schools by GIPPS *et al.*, which was reviewed in the TES on November 18) where L.E.A.s have test information for schools there are real difficulties of interpretation by the L.E.A.'s advisers and inspectors even when they try to take into account what they know about each school's individual circumstances, such as social composition of intake and staffing. In such situations schools deemed to be doing less well than expected have sometimes been given help in terms of advisory support, courses for teachers, even extra resources. This practice, accepted by the teacher unions, is surely more satisfactory than the punitive measures suggested in Croydon. CAROLINE GIPPS HARVEY GOLDSTEIN STEPHEN STEADMAN University of London Institute of Education 20 Bedford Way London WC1

## Special review

Sir - I read with interest Tony Watts' article on Redundant Approaches to the World of Work (TES, November 25). I am particularly pleased to see that the limitations of YTS are exposed and an emphasis put on the needs for schools to review in total the rationale for the courses they offer.

There is an area in the educational world that has been wrestling with this problem for some time and that is special education.

I believe teachers attempting to establish relevant courses for pupils with special needs have to take into account the likely long term employment or inappropiate employment prospects of the school leaver with special needs. This immediately affects course aims and objectives and course content.

It is no accident that there are a plethora of courses under the general title of "social and personal education". Although special educators have much to learn about curriculum design and development, nevertheless it is possible that conventional schools have much to learn from their colleagues in the special sector.

## P R H TOMLINSON

Head  
Thomas Delarue School  
Tonbridge  
Kent

## YTS too late

Sir - David Young, (TES, November 25) is extremely naive in his comments on the current YTS shortfall. The Manpower Services Commission should admit the reasons for large numbers of young people perceiving YTS as only third choice behind continuing education and full-time employment.

Mr Young well knows that the late delivery of YTS has been a crucial factor. YTS was not even a possibility for some young people because suitable schemes did not come into being until long after choices had been made. Lack of hard information about

scheme content etc. has also been a major factor. How could YTS be a credible choice for a young person when the factual information became available until, again, decisions had been taken and choices made? This information gap is particularly prevalent where Large Companies' Unit schemes are concerned, where not even local scheme managers are aware of what their scheme is supposed to offer.

If truth be known, the launch of YTS this year has been dependent on the goodwill and effort of local authority services, particularly the careers service. The future of YTS, TVEI and other such projects will equally depend on the cooperation of local authorities.

Mr Young would do well to remember this before again trying to maintain MSC's record of accepting plaudits and avoiding blame.

CHRISTOPHER EVANS  
21 Pantglas  
Sychdyn  
Clwyd

## Swept aside

Sir - I welcome, and many others no doubt will, Russ Russell's Platform article "Time to take over training seriously" (TES, December 2). His comments and views are supported by the report in the same edition "Row over YTS Leaving Certificate". Compare the span of time over which TVEI and BEC were introduced with that of YTS. The former are at least producing people of some use to the nation.

A large question mark hangs over the quality of YTS training and it will take some removing. At one stroke much of non-advanced further education, and training arrangements for young people and adults in industry and commerce, have been swept aside and little of substance has been put in their place.

## J H DICKINSON

Principal  
Wigston College of Further Education  
Leicester

## Fair distribution

Sir - Your editorial "Hearts and minds still to be won" (TES, November 19) on the subject of selective versus comprehensive education includes the statement that "the unfair distribution of resources in selective systems (shown most recently in the HMI report on the London Borough of Sutton) is not realized."

It is most discouraging for those who take the time and trouble to prepare press releases and arrange press conferences in an attempt to correct mistaken impressions or to rectify errors that have been made by HMI, to read such statements which show that you have taken no account whatsoever of the explanations made by us.

So I must set the record straight - there is no unfair distribution of resources in Sutton. The formula used for calculating a secondary school's staffing complement is one that HMI was involved in introducing into Sutton. It is agreed by all our secondary heads and includes weightings for various factors - for example, number of less able pupils as well as size of sixth-form.

Likewise, the general school allowance has per capita rates that are similar for all kinds of secondary school.

The less generous provision for science in the secondary modern schools compared with the grammar schools is nothing sinister, but stems directly from the fact that the grammar schools have been following Nuffield

Science courses for about fifteen years and they usually require six periods per week whereas the normal secondary modern science course tends to need only four periods; on the other hand there is less emphasis on creative and aesthetic subjects in the grammar schools.

Finally, our capital building programme over the past five or six years has devoted considerably more resources to secondary modern than to grammar schools.

What is said is that:

- All these facts were explained by me or my officers to your correspondent at the press conference on October 18, but apparently without effect; and
- The statements in the HMI report on Sutton remain uncorrected and the record is not put straight for posterity.

Perhaps the one important lesson that should be learnt by the Secretary of State and the Senior Chief Inspector from the preparation of HMI reports on local education authorities is that the officers of the authority concerned, on whom a report is being compiled, should be given ample opportunity at regular intervals to have sight of and to comment on preliminary drafts of the report so that errors and misconceptions do not eventually appear in the final report. It is surely in everybody's interest that such an arrangement should be built in to the system of reporting.

MAVIS PEART  
Chairman  
Sutton Education Committee

## 16-plus criteria

Sir - Your account of the report of the Joint GCE & CSE Council on 16-plus national criteria (TES, November 11) missed the most important thrust - that assessment should be based on how pupils achieve process objectives and relevant to pupils of all ability.

Existing syllabuses and most of the 16-plus syllabus proposals retain the enormous subject content lists which make the emphasis on recall virtually mandatory especially for weaker

candidates (who are unfortunately less able to cope).

If we believe that science teaching should be about making pupils more scientific in their thoughts and actions then we must have the courage to assess simply that. I hope Sir Keith approves the report without reservation.

J TAFLER  
Head of science  
Thomas Bennett Community School  
Crawley  
West Sussex

## Working classes talent reserve creamed off

Sir - Isobel Shepherdson (TES, December 2) does touch upon what I take to be the principal factor underlying the decline in the number of working-class students being admitted to universities ("The Mystery of the Vanishing Students", TES, November 25), but does not reflect the full extent of the problem.

Whether we believe that an individual child's educational aptitude is the result of environmental influences or of his/her biological endowment, most working teachers, and educational researchers in the field, seem to be agreed that the educational attainment of children is, on the whole, a function of home or family background in some way.

The "ablest" children tend to be those who spring from backgrounds in which - for whatever reason - there is a tendency towards an above-average degree of critical, analytic thinking about the world around them, and a tendency to look upon expansion of personal knowledge as a good thing.

Time was when attitudes of this kind were not specific to any social group. However, the opportunities for expansion of personal knowledge were very unequally distributed between social classes, in that very considerable economic obstacles stood in the path of any working-class child who wished to pursue such a path.

The result was that by the 1930s, a considerable reservoir of inadequately-tapped talent had built up in the British working class, over many generations. We need only recall the early history of the Workers' Education Association and similar movements to be aware of the extent of this reservoir. And it is surely the case that one of the purposes of the 1944 Education Act was to extend equality of educational opportunity to working-class children, in order to allow them to fulfil such talent to an extent not previously possible.

What has happened in the ensuing 40 years is that, as Isobel Shepherdson

hints, working-class talent has taken advantage of the availability of free higher education to move out of the working class into the ranks of the middle classes. And what we as a society now need to face up to is the consequence of this for the composition of today's "working class", however that is defined.

It is surely the case that the working-class children of today are the children and grandchildren of people who lacked the powers of analysis required to reach the higher stages of the educational system, and whose limitations were compounded by the resulting sense of failure - people, in short, who have little sense of commitment to, or understanding of, the educational process, and therefore little ability to excite such a commitment in their children.

Parents who possess such commitment and ability are now rare in the working class - because the education system has ensured that such people, for the most part, move into the middle classes.

The reservoir of talent that once existed in the working class is, in consequence, surely being exhausted - the 1944 Act has enabled it to get qualified and get out, leaving behind a population that contains within it only a very limited ongoing capacity for generating in its children the kind of aptitude, or inclination for educational betterment, that leads young people to seek higher education.

This is one of the final ironies of the 1944 Act: that a legislative enterprise originally designed to promote equality of educational opportunity, and social mobility, has in the long term created a social structure in which not only wealth, but also intellectual endowment, will soon be distributed almost entirely on class lines.

A WYN HOBSON  
67 Stryd Fawr  
Bethesda  
Gwynedd  
12

## By invitation

Sir - Christopher Price's continued concern for the well-being of Madeley Court School would be welcome if only he were better informed.

His original interest seems to have stemmed from statements made by Philip Toogood, former headmaster of the school. By the time Christopher Price got them they were third hand and he then added his own slant.

His latest piece (TES, December 2) is even further adrift from reality. He says "I find the good Conservatives the Madeley Court governors in order to transform the curriculum and return the establishment to hymn-singing orthodoxy".

Certainly there are political reac-

tionaries in Shropshire, the County Council is Tory-controlled and the education committee formally appoints school governors (this was done after the four-yearly election in 1981).

However, in fairness it must be said that the committee accepts the nominations made by the local county councillors.

The result at Madeley Court School is that the governing body of 12 includes 10 members of the Labour Party.

I suggest that before Christopher Price writes any more about us he comes here to see what is really happening.

ARTHUR HOOKE  
County councillor  
and Madeley Court governor

## Setting the record straight . . .

Sir - While it was very pleasing to see an article on one of our syllabuses (English Extra TES, November 25) there are two minor points which are incorrect: Mr O'Malley is, in fact, the retiring moderator, and the syllabus should not now be described as experimental since it has been running for more than 10 years and has an entry of some 13,000 candidates.

G M LAMBERT  
Assistant Secretary  
University of Cambridge  
Local Examinations Syndicate

Sir - Your review of the new Blackboard-Sinclair Software (TES, December 2) mistakenly quoted a London address for customer enquiries.

Those interested in this new range of software should contact: Sinclair Research Ltd, Stanhope Road, Camberley, Surrey. (Tel: 0276 685311).

BILL NICHOLS  
Sinclair Research Ltd  
London

Sir - In Biddy Passmore's Profile of David Hargreaves (TES December 2) she states: "In 1979 he moved to the Oxford department of educational studies to the newly created post of reader". In fact, this was not a newly created post as my father, the late Harold Loukes was Reader in Education at Oxford from 1951 to 1979.

ANTHONY LOUKES  
47 Waldemar Avenue  
Ealing  
London W13

## Wrong impression

Sir - Miss Valerie Evans, our district inspector, is reported (TES, November 25) as suggesting that the Technical and Vocational Education Initiative is likely to encourage sex stereotyping in choice of courses. This startling statement must be challenged immediately before it becomes fashionable to use the initiative as a scapegoat for some very long standing problems in our educational system.

Such stereotyping has been all too apparent for a very long time within our society and we have to face the fact that in our schools we have failed to counteract deeply engrained pre-

judices over the appropriate occupation for men and women. The TVEI may well have drawn attention to the problem but to suggest that a few months of the programme have been a real influence, let alone a cause of the problem, is surely unreasonable.

The Manpower Services Commission criteria for TVEI projects are absolutely clear on the subject of equal opportunities, for there is a major task for all of us to influence parents and students to take a more balanced view of occupational opportunities - especially in areas of traditional engineering skills and activities. The 1984 Women in Science and Engineering Year presents us with a real opportu-

ity, but I do hope that leading influences in the world of education will give us a considered, rational lead in the campaign.

In conclusion, may I suggest that TVEI is likely to be a catalytic influence on many aspects of schooling. I hope that HMI will use their strong position to separate the problems exposed from the attempts to resolve them.

C J LEA  
Project Director, TVEI  
Education and Industry Centre  
Stratford Road  
Birmingham

## Special plea

Sir - Reports concerning the proposed abolition of initial teacher training in special education have given me great cause for concern.

Robin Jackson's article "Will INSET ever be something special?" (TES, September 2) and subsequent letters have outlined very well the necessity for ITSE. But they made no mention of the highly specialized skills and knowledge needed by teachers in special education.

Skilled practitioners in special education have to meet the needs of a variety of handicaps. Several different techniques may be needed to teach only one area of the curriculum. For example, many of the severely mentally impaired children are unable to communicate through verbal language and therefore several sign and symbol language systems have to be used.

These include the Makaton Sign Vocabulary, Rebus Reading Schemes, Bliss Symbols, Paget Gorman Sign System and Premakee.

These alternative communication systems are only a small part of the curriculum core area of communication development. A sound knowledge of language development, language assessment schemes, pre-language



Special education . . . variety of skills needed

skills and symbolic play plus a basic knowledge of language theory are useful.

A high level of specialism is required of teachers in special education and it cannot be supplied by anything less than a highly structured, full-time course covering all aspects of the curriculum.

For its part ITSE is probably not as specialized as it ought to be. Many students feel that they enter their probationary year lacking the neces-

sary technical skills and knowledge. However, if ITSE is to be saved then surely the value of specialist qualifications ought to be reflected in special schools by implementing the policy of ensuring that at the very least teachers are qualified to do the job before being appointed or promoted.

G O'CALLAGHAN  
64 Agar Road  
Illogan Highway  
Redruth  
Cornwall

## Buildings grant

Sir - Once again *The TES* can be congratulated for its sense of timing. The front story (December 2) dealing with Exmouth's Community College's despair about their building marries so well with Edward George's "False Economics" (Talkback).

As a newly deputy with responsibility for buildings and grounds at a community college of 1,750 pupils, I can understand the sense of frustration felt by colleagues in Exmouth. I shudder to think of the time and energy I have spent since September on matters relating to the condition of the buildings.

My heart sinks even further when Edward George's article is studied - although surely here is a man who knows a way around the problem but himself senses the same frustration? His point about the changing function of the caretaker is a valid one.

My suggestion would be to write into the system financial provision for some kind of maintenance engineer, especially in a large school, to offset the expense of calling in the so-called professionals (at £7 per call).

N F HOARE  
Deputy principal  
Longsands Community College  
St Neots  
Huntingdon

## Course value

Sir - "Managing to learn" by David Tretthowan (TES, November 25) brought to mind a recent experience I had of a primary school management course organized by a Midlands education authority. The content of such courses needs careful consideration as he points out.

The advisers who organized this course had taken the initiative to invite a management consultant from a local polytechnic to lead part of the course. His approach was not to dictate a body of knowledge to us, the aspiring headteachers, rather to provide us with some insight into various styles of management, group dynamics and industrial management relations, then to offer us a framework for the course and leave us to construct the course according to what we saw as relevant.

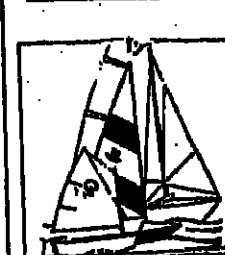
It became quickly evident that many course members did not see any relevance in anything but the management process of management. Their priorities were the more routine ones of coping with the mass of official forms sent by the Education Office to schools, the liabilities of headteachers and the protection afforded them by the Education Office, the handling of the school budget and more: all genuine anxieties which must surely be taken into account in any overall plan of management training, but which, nevertheless, are only a part of the whole.

What perhaps was more telling was the response of the advisers to the framework the consultant offered. Some of them were quite prepared to overturn it and offer their own more rigid outline: a series of lectures by advisers and visiting speakers on such topics as "The Head as Manager", "The Role of the Inspectorate". In the decision-making sessions that ensued there were some very heated exchanges indeed between teachers and advisers!

As it turned out, by far the most valuable element in the course was the opportunity we had to make a case study of a local school which had just been created from the amalgamation of an infants and a junior school. The headteacher was courageous enough to give us massive access to the school and provide us with a wealth of first-hand experiences. It is this - the value of experienced headteachers on management courses - that David Tretthowan underlines at the end of his article.

F W CARRUTHERS  
Deputy Head  
King Edward Junior School  
Preston Avenue  
North Shields  
Tyne and Wear

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## Real challenges

Sir - Martin Booth *et al* (TES, December 2) make suitably warm and empathetic references to "the development through time of the multicultural, interdependent society of which our pupils are a part", as part of their plea for more history teaching. They also refer to "the context of an open, democratic and pluralist society".

What a pity it is that all groups in our interdependent world and even in our multicultural Britain are not equally committed to Popper's open society as to political pluralism. What a shame it is that we cannot readily pick examples from all or even from most past or present societies of significant advances towards openness and pluralism, or indeed to many other arguable goods.

The problem of how far to tolerate the intolerant and the intolerable is still with us and in Britain is more severe than ever, since the ILA and several other L.E.A.s are apparently determined to impose a neo-Marxist orthodoxy upon their schools. What a pity indeed that Martin Booth and his fellow correspondents are too timid to face the real challenges to history teaching which face liberal education in the 1980s.

G G PARTINGTON  
The King's School  
Canterbury

## Handy subject

Sir - In view of Sir Keith Joseph's ideas about pupil reports/profiles and at a time of cut backs could perhaps the remaining teacher training institutions scrap subjects for teachers such as psychology/history of education/philosophy and so on, and replace them with typing?

First aid would also be a handy subject as pupils tumble about drowsily maintained buildings and workshops.

J R WATSON  
152 Windy Hill Lane  
Marske  
Clevedon

## A teacher's lot . . .

Sir - May I protest most strongly at Freda Briggs's letter (TES, December 2) concerning the earnings of policemen and teachers.

Any teacher who works "short hours" or has "the pleasure of long school holidays", it would seem, cannot be working in a worthy manner, and would perhaps be better considering joining the police force.

I find teaching an exhausting way of life and like many colleagues, rarely do less than 50 hours of work a week directly related to teaching.

I fail to see why my daily task involving great responsibility and stress, warrants earnings £2,000 p.a. less than that of a police constable.

Despite the undoubted severity of some police work, much of the week's work is routine. Furthermore, unlike the police, I have no choice about when I go on holiday, I receive no overtime pay, nor do I have a rent/mortgage subsidy. I'm sure even Mrs Briggs must agree, teachers deserve a better lot.

TONY LYONS  
2 Maple Avenue  
Northendon  
Manchester

## Crowd control

Sir - I should like to comment on Freda Briggs's letter comparing the lot of a policeman with that of a teacher.

On the question of controlling "tumults at football matches", I understand that among many policemen this is not an unpopular job. It is less tedious than most of their work, with extra pay involved. In addition the amount of trouble at football matches is much exaggerated by the media and takes up a small fraction of police time.

By contrast teachers often have to deal with these same football hooligans in a class of about 30, on their own, for about one hour at a time, just controlling them but educating them as well.

Neither is police work as intense



with teachers often working 50 hours a week in term time.

Finally, in order to teach candidates must have four years' training. People can still enter the police with few, if any qualifications. And it is galling to think that people who "do not write fluently" (Why the Force may not be with you, TES, December 2) can earn more than teachers who have spent years acquiring O and A levels and degrees.

C BIGGS  
55 Ancaster Road  
Ipswich  
Suffolk

## All day long . . .

Sir - Freda Briggs's comparison of the teacher's and the policeman's lot is accurate enough. I am reminded, however, of a brief conversation I had with a police constable a year or two ago, outside the gates of the school where I taught.

He said he wouldn't do a teacher's job for anything. "Stuck with them (the pupils) all day long, every day - you can keep it".

I didn't need to ask him to elaborate. I did suggest that our rewards, when they came, might be the greater. He seemed inclined to agree.

M TICEHURST  
12 Spa Drive  
Epsom  
Surrey

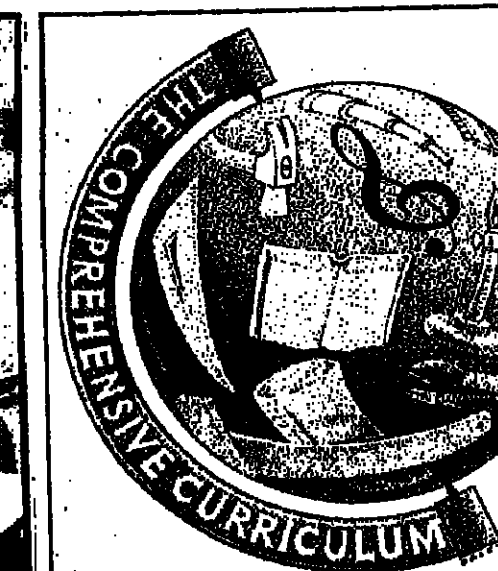


# The Mid Wales Express

These two articles are the first in a series looking at the ways schools have responded to the demand for a comprehensive curriculum. The TES would like to hear from any school which feels it has a particularly interesting novel or successful approach. Please write The Features Editor, The TES, Priory House, John's Lane, London EC1M 4BX. This series will continue in the new year.



**Klingethorpe: technology, design, music and drama for all to 16**



Rural enterprise: pupils sell lemonade, houseplants and Christmas cards and tape a community magazine



# The new selection

After the years of cultural revolution known as the Great Debate, the Government in 1981 advised secondary schools in *The School Curriculum*. "There is an overwhelming case for providing all pupils between 11 and 16 with curricula of a broadly common character, designed so as to ensure a balanced education. . . . It went on, "Every pupil up to 16 should sustain a broad curriculum. The level, content and emphasis will be related to pupils' abilities and aspirations but there should be substantial common elements. . . ."

Teachers who had long regarded a broad curriculum common to all pupils as the *sine qua non* of comprehensive education felt vindicated. Used to being led from behind, they were heartened to find their nominal commander-in-chief falling into step.

But within months a replacement for Mark Carlisle had been drafted in and Sir Keith Joseph had barely taken the field before he was heard to sound the retreat. Several of Sir Keith's actions undermined his antipathy to the common school and the common curriculum. An early example was his refusal to sanction secondary reorganization schemes involving the closure of grammar schools. The protected curriculum, it seemed, meant the protection of the traditional academic one for a select minority.

Then there was his avowal of the MSC's New Training and Vocational Education Initiative. Whatever the real intentions of that programme and the actual way it is being used in schools, Sir Keith was pretty unequivocal in saying that he saw nothing wrong in some pupils pursuing academic, theoretical studies while others were funnelled into more practical, vocational pursuits. He made plain also his desire to see a return of the old technical schools.

Sir Keith's interventions in the plans already advanced for the common 16-plus examination are also regarded as a sign of his determination to sustain pure, narrow, academic traditions rather than to use the examinations to broaden the curriculum, though he has asked for some exams to be held for the 16-plus. It is based on the belief that marginal candidates for the 16-plus, along with the small minority who do not take the 16-plus, would be better served by a closer study of a more limited curriculum than by a bare pass or unclassified mark resulting from an impoverished grasp of the full syllabus.

When all this is put together with the continual prompting by ministers that local authorities should consider the reintroduction of selection, what the Government now seems to be saying is not that the curriculum should be of "a broadly common character" with "substantial common elements" but that a greater degree of differentiation is required in what is taught to various categories of pupils. In effect, that there should be a return, either by the re-organization of schools or within the existing comprehensives, to a version of the old tripartite system which the common school was supposed to have replaced.

That is:  
 □ a highly academic stream reminiscent of the grammar school;  
 □ a technical stream not unlike the old technical schools; and  
 □ a more basic curriculum for the also-rans.

But no one has ever suggested that a common curriculum meant everyone should cover the same work at the same level or pace or in the same way. So if some differentiation between pupils is acceptable in the common school, is there necessarily a conflict between providing every child with a broad, common education and the delivery of that learning through quite different streams and courses with different ends in view? That, particularly for the 14 to 16 period of schooling, is the crucial question posed not only by Sir Keith Joseph's stance, but by the unfriendly environment in which comprehensives now exist, beset as they are by cuts and critics.

Though recent attempts to reintroduce grammar schools seem to have been scotched by vociferous parents, it should not be assumed that because the public are against the notorious 11-plus, they are for the common school and its curriculum. Rising expectations may make a vote for selection as unlikely as a vote against home ownership. But the popular idea of educational opportunity may not encompass the moves made in recent years towards restricted option choices and more courses of a general educational nature with social aims and unproven currency in employment and university entrance - least of all at a time when competition in those markets is fiercer than ever. The voracious appetite for hard



Two years ago the Government urged secondary schools to adopt a broad common curriculum. But the arrival of Sir Keith Joseph as Education Secretary has heralded a drastic switch back to more selective practices akin to separate academic, technical and low attaining streams. Bob Doe looks at the implications for the two main approaches to the secondary curriculum: core and options and the large or extended common core.

examination results ascribed by teachers to parents can only have been further stimulated by the compulsory publication of examination results. And giving parents greater choice of schools further reduces the chances of schools balancing these demands against broader educational aims.

Sir Keith's formula may be contrary to orthodox curriculum theory, but it is all that remote from the actual practices of schools, subject as they are to these influences? It is widely accepted within many comprehensives that pupils can be parcelled into different categories by various hidden and overt forms of banding, streaming or setting. "Like Christianity, comprehensive education has not so much failed as never been tried," is how David Hargreaves, the newly appointed chief inspector in Inner London puts it.

The core and options system allows considerable variation in the kind of course pupils experience, even within the so-called core. Even if every child is required, for instance, to study science, for some pupils this might mean two or three O level courses at the expense, perhaps, of other areas of the curriculum. For the second division it may mean general science, or less satisfactorily, just a single science such as biology. There may also be some sort of simplified, practical science for non-examination pupils, possibly as part of an integrated course.

This sort of variation does not necessarily accord with the new selection championed by Sir Keith Joseph. In designing the lower level courses, of the core and options there is a tendency to split the O level and to simplify water down the content and approach of the course

intended for the top 25 per cent. In part this is an attempt to validate the link between CSE grade 1 and the high status O level. Compatibility of courses is also held to be necessary to keep open choices about examination entry. But it may also reflect the belief that all pupils have an equal right to a common set of experiences and opportunities, or even a lack of imagination.

It is far from self evident that courses based on these principles are in the best interests of 14 to 16-year-olds of modest attainment, least of all in hierarchical subjects like maths, science, and foreign languages.

The Cockcroft report claimed in respect of mathematics, that designing syllabuses for low attainers from the top down in this way, by simply deleting a few topics and reducing the depth of treatment for others denies pupils the chance of mastering those aspects of the subject that should be within their grasp and does little for their confidence or self-esteem. Sir Keith seems to have been much impressed with this line of argument and is now set upon providing courses for lower attainers which provide something he expects to be of lasting practical value, albeit more limited in scope.

There are some, however, who deny that such assumptions can be made about pupils' potential, even at 14. They argue that to some extent these presumptions are self-fulfilling prophecies.

This line of thought has given rise to the large or extended core - a common curriculum that emphasizes greater equality of expectation, with less differentiation of courses and course materials. It attempts to give different forms of

learning - both practical and theoretical - similar status in an extended core of subjects which may account for as much as 80 per cent of the timetable. Mixed ability groups may be an ideal - though they are rarely universal at the 14 to 16 level - and decisions on GCE and CSE entry are deferred to as late a stage as possible, sometimes to the penultimate term of the fifth year.

One notable example of this extended core is that operated at Carisbrook school on the Isle of Wight. The former head, Peter Cornall, now chief inspector for Cornwall, maintains that, while recognizing the special needs of the most able and least able minorities, the main focus of the curriculum should be on the middle two-thirds which, theoretically, are found between 15 per cent above and below the average level of attainment, and that to prejudice the potential of pupils in that narrow band with any sort of accuracy is virtually impossible. Not all comprehensives enjoy an intake with a full range of attainments, however, and those that do not may find such a middle-of-the-road approach harder to sustain.

It is this curriculum that tries to give greater equality of expectation, that Sir Keith Joseph's stance seems to conflict with most. Creaming off the academically able is said to depress the aspirations of the residue of teachers and pupils; it also emphasizes the fact that all forms of learning are not equally valued. And measures like the low attainers programme assume the "bottom 40 per cent" can be readily and reliably identified.

The limbo of the common 16-plus has not helped those anxious to avoid premature pigeon-holing either dependent as they are on syllabuses equally suited to O level and CSE work. And the attempt to provide a broader curriculum for all in about three-quarters of the timetable has often meant special mode three exams which attempt to give credit to what are regarded as essential elements of the broad coherent curriculum but which do not fit in to the existing subject-centred syllabuses on offer. Even if the common 16-plus gets the green light next summer, it may not help. A narrow interpretation of the national criteria could put paid to many of these tailor-made courses and to any hopes that may still linger that the new exam will rescue the beleaguered waggon-train of comprehensive education; it is as though the US Cavalry had gone over to the Indians.

There is little evidence to indicate whether the low attainer is better served by pursuing something like a full syllabus in a high expectation regime, or limiting the focus of their work to a reduced syllabus. There may not, in fact, be a single best buy - the optimum solution depending very much on specific circumstances, cases and subjects.

There are those however who fear that easier alternatives threaten to deprive pupils not only of the chance to achieve high status qualifications on which so many opportunities depend, but also the essential knowledge, concepts, skills, attitudes and experiences thought to be needed by every school leaver as the basis of an independent, responsible, healthy, productive and satisfying life in an industrial democracy.

Learnings of that kind might be within the grasp of most pupils, even if their abstruse academic wrappings make them inaccessible to many at present. HMI believes they are and argues they are the right of every child. But they warn that these learnings are unlikely to be found intact in conventional school subjects and timetables. There is little reason to suppose, therefore, that they would be guaranteed by a clutch of good O levels. It is conceivable, therefore, that the alternative courses proposed for low attainers freed to some extent from the O level syllabuses could better provide a more practical curriculum and that it would be the academic stream which could lose out in this respect.

George Walker, head of Cavendish school, Hemel Hempstead, and another apostle of the extended core, wrote in *The TES* in 1975, "The description 'less able' in so far as it has any helpful meaning suggests slower and more carefully structured progress along the same road and not down a different one unless it leads essentially to the same goals." If there is to be a rapprochement between the common core and the more differentiated curriculum, it will probably be in terms such as these.

Until there is, suspicions will linger that, when pupils won't learn because the way that learning is offered, it is too readily assumed that they can't learn, and that too often the alternatives they are offered are second class, time-filling entertainments that deny them equal access not only to their own share of the school's academic and material resources but also the esteem of the school.

# No Socialism, no sympathy

GLC financial support for fringe theatre has strings attached.

Hugh David discusses the implications

1983 was originally a powerful piece of theatre-in-education toured around London schools by a company called Theatre Centre. It achieved a notoriety unusual for TIE at the beginning of this year when Mr Norman Tebbit, MP, described its treatment of the Cruise missiles issue as "at best irrelevant and at worst decidedly harmful" and the *Sun* weighed in, opining that the play was "beneath contempt". (Reviewing it at the time in *The TES* I found it "both responsible and serious without ever being dull".)

Yes, it was unequivocally anti-Cruise, left-wing and even unilateralist in stance, but that was just the play. What the critics failed to notice was that a detailed set of Teacher's Notes prepared by Theatre Centre set the whole thing in context and dealt scrupulously fairly with the nuclear arms debate.

Six months on and shorn of the Teacher's Notes, 1983 had become something very different. Leaving the classroom far behind, it was cropping up at fringe theatres in various parts of London. Performances at venues like the Drill Hall in Central London were given as part of the Greater London Council's "Peace Year". Advertising leaflets and posters bore a photograph of a doll daubed with the emblem of CND and the slogan "GLC, Working for London and Peace". Through these theatrical (as opposed to educational) performances the play had become political and was being used by the Labour-controlled GLC (which subsidized Theatre Centre to the tune of £30,000 in the 1982/83 financial year) to make an overtly political point.

This is one example of a trend in the financing of fringe, community and educational drama in the capital which is distorting the nature of the business in the view of many professional theatre people. It comes about because of the GLC's position as the most important single source of revenue for many theatre companies and venues. In just one year the Council's Arts and Recreation Committee finances a far greater number of productions - albeit generally on a very much smaller scale - than all the West End impresarios put together would do in a lifetime.

The facts and figures are undoubtedly impressive. In the 1982/83 financial year the GLC paid out a total of £1,454,861 to various community and ethnic arts groups. £240,730 went in direct grants to 46 drama and dance groups; another £355,572 funded "ethnic arts events" ranging from the Caribbean Cultural International (£1,500) to the Young Vic-World Wildlife Fund Play Competition (£7,500).

But whereas those concerned with theatre can only welcome what critics have called the "proficiency" of the GLC's arts funding, an increasing

number of them are also worried by the methods used to decide in which direction the monies should flow. Supplies are not automatic, nor are they unconditional. The cheques have strings attached.

The GLC's current arts policy is set out in a seven-page document written by Tony Banks, left-wing Chairman of the Arts and Recreation Committee (and since the June election Labour MP for Newham North West) in February 1982. It lays down four criteria which have to be met, in whole or at least in part, by any company expecting financial assistance. The second paragraph lists a series of "identified priority areas". Companies, the document implies, have to prove that they are concerned with these before the coffers will be opened. Specifically, they should be able to show that they are involving the local community in their work; that their work itself reflects "the unemployment crisis" in London; that they are intending to work closely with the ILEA and borough councils, or that they are concerned with "the multi-ethnic nature of London's culture".

No Socialism, no sympathy, for as the document goes on to admit, "the arts are a major political issue. . . . For the Labour GLC the concepts of 'art for art's sake' or 'few but roses' cannot be acceptable when we are faced with massive social problems engendered by unemployment, homelessness and public expenditure cuts all emanating from a Tory Government".

But although this unambiguous statement that the arts should be used to make a political - and this time a blatantly party political - point is contentious enough, the real worry of those on the receiving end is not so much with the content of the work but the form that it will take. There have been left-wing plays before - works by Brecht, Edward Bond and Howard Brenton have all been seen in the last two years at the National Theatre - but there has never before been a policy which seeks actively to demolish existing structures. Tony Banks' policy document speaks of breaking an "orthodox, establishment-minded, conservative and unimaginative" arts policy in "a radical and dramatic fashion". It is quite clear that it envisages doing this by actively taking the culture to the people. That is what is meant by "the need for community involvement" and "the need for closer links with the ILEA and borough councils". Since February 1982 Community and Ethnic Arts have been the GLC's top arts funding priority. And it is that which an increasing body of actors and directors are against.

By their very nature community and ethnic arts events are divisive, appealing to and specifically designed for one section of the community



Viv Wilkins (Susannah Buryan), Carl (Calvin Simpson), Cedric (Winston Crooke) in Theatre Centre's "1983"

which has in common only the area in which it lives, its racial origin, sex or sexual orientation or political leaning. Working for bits of London like that does not amount to "Working for London", the slogan the GLC has adopted.

Nor does it do any service to theatre, according to Jonathan Caldicot. A stage manager in the commercial West End, he also has a belief in the fringe as theatre in its own right. "There is no need for 'alternative' theatre to be political or sectional in its appeal", he says. "Things would be

far better if we could keep it as good, cheap, accessible entertainment". The lunchtime shows he writes, directs and presents with a company of friends and colleagues are an attempt to provide exactly that. His latest play *A Case of Inferior Goods* ran for two weeks in the upstairs room of a "theatre pub" in Central London this summer. The cast of four provided their own clothes and props and worked for nothing. The play collected a good review in the trade paper *The Stage* and cost Caldicot £65.70 to mount. That, together with the rental charged by the pub, he more than recouped from box office takings and the company came out with a modest profit.

Nothing could be further from the community and ethnic schemes currently favoured by the GLC. Despite their - intentionally - more restricted appeal they ironically come much dearer. As part of its contribution to this year's London International Festival of Theatre, the council made a substantial contribution towards the £30,000 show *Raising the Titanic* mounted by Welfare State in Limehouse, a deprived area of London's dockland. The end-product of a month's intensive work with local youth and community organizations was a show which several national critics found "tatty" and unconvincing. They were especially hostile to its central idea that the passengers on the doomed liner were an accurate model of today's society.

GLC funding, too, was behind *September in the Pink*, "London's first Lesbian and Gay Arts Festival". £30,000 went into funding a series of events for and about homosexuals. The readings, concerts, workshops and performances hosted by venues throughout London were however characterized by an indifferent standard and arranged by an organizing committee wracked by such internal dissension that the GLC was forced to temporarily freeze its grant. Among other events were "women only" workshops and closed sessions run at the ILEA-funded Cockpit Theatre.

The arts and theatre in particular, Caldicot and his colleagues argue, cannot be regarded as simply a political tool, however widely that word is interpreted. A group is not enough. Standards still count for something. Giving the inhabitants of Limehouse a high old time "on the rates" for a month might laudably raise their spirits and even their political consciences for that period, but ultimately leaves them as high and dry as before. And the rest of London at best only momentarily moved by their demonstration of their plight.

Such sectional funding too encourages a hermetic form of theatre which has nothing to say to or, like those women-only workshops, positively excludes the wider audience. And that, surely, is the last thing that Tony Banks really wants.

## Suffused with a bluish glow

Brian Morton on the most vocal Intellectual propagandist of the Right

*The Aesthetic Understanding: Essays in the Philosophy of Art and Culture*. By Roger Scruton. Carcanet Press £12.95. 0 85635 487 2.

If *Private Eye* is to be believed, Roger Scruton feels "unclean" if he writes less than 4,000 words a day. His recent publishing record suggests that he can have few worries about his intellectual hygiene: nine books (including *The Aesthetic Understanding*, his latest; and a well-received novel, *Fortnight's Anger*); a controversial *Times* column; reviews and articles in *The Observer* and *PN Review*; more recently, his own *Salisbury Review*, a quarterly journal of conservative thought. Scruton has become the Right's most prolific and vocal propagandist.

As such, he precisely reflects one of the puzzles of the Thatcherite Conservatism (conservative in



generally) is not expected to be ideological. Based as it is on the preservation of traditional power, the Right is usually supported by tacit assumption, convention and tradition itself rather than by analysis or ideology. The Conservative campaign of 1979 - in which Scruton played his part - was notable for the amount of explicit ideology it proffered. A new, more aggressive Conservatism emerged. In part this could be explained by the default of the Left; the Labour Party was wracked by sectarian dissension and, ironically, had little to offer beyond its own traditions. Right-wing ideologists took up the slack. Roger Scruton is remarkable chiefly in that he is a completely politicized intellectual, a rare thing in a completely politicized intellectual, almost unheard of enough phenomenon in itself, almost unheard of on the British Right since the days of Edmund Burke.

Under his gaze, every subject is suffused with

the bluish glow - religion, architecture, education, sex (a pleasure still to come in a full-length study), music and literature. Politicization inevitably elevates the arts to a more than usually pivotal role. Scruton is a trained philosopher and in *The Aesthetic Understanding*, a collection of recent essays, turns his polemic on recent developments in literary and cultural criticism.

His immediate premise is that aesthetics is not a footnote to analytic philosophy but a central component of the philosophical enterprise, an examination of our relations with the world and with other people. Contemporary structuralist and semiotic thought has tended to make a fetish of "the text" - literary, visual, musical - turning it into an icon which can only be made meaningful via the scientific apparatus brought to bear by the specialized critic. The obsession with "theory" - focus of recent impassioned debates at Oxford - has supplied what Scruton calls "a battery of useless technicalities" of great formal elegance but of little applicable worth, more mystification than help.

Scruton questions the tendency to define aesthetics as a search for the "nature of art" and for the key to its "coded" meanings; aesthetics should be (as it was originally) an examination of the nature of aesthetic experiences. We should not look at what art is, but at what it does. Scruton develops the distinction between the work and our experience of it, between meaning (its) and association (mine). Modern critics have ruled both the artist's intentions and our emotional responses out of court. Scruton restores the evidence by locating the crucial focus in the public text and the common reader, a kind of populism that slaps hard against the hermeneutic of contemporary critical practice.

Scruton provides tough and persuasive arguments directed at more specific aesthetic argu-

ments, photography, the familiar architectural diatribes ("The Architecture of Leninism"), and a closing essay on Beckett and the "Cartesian soul". The range of reference is impressive, the argument rigorous and comprehensive. But where, in all this, has the politics gone? "Leninism" is a bit of a mare's nest; there is little overtly political argument. Scruton is a politicized rather than a political writer. Everything he touches is brought within a particular purview (which is often tacit and unpolitical; in that he is most typical of conservative thought). His definition of aesthetic experience as one which "represents the world as informed by the values of the observer" is a thoroughly politicized one and one sharply opposed to the tyranny of creator/critic.

Scruton makes a case for the kind of comparative, experiential meaning which arises from reading, seeing and hearing works in relation to each other, rather than to some theoretical norm or ideal. Any resort to feeling is risky and Scruton's argument doesn't disguise the fact that in some way understanding is being forced to make room for mystery, acceptance, authority, received opinion. An anti-intellectual, anti-critical element is smuggled in disguised as Common Reading. Scruton's method, which is exemplary, fails to match up with his political ideals, which are not. Meaning in art, as in anything else, politics included, is not reducible to convention; nor, however, can it be elevated into something metaphysical and unattainable except through "revelation". Scruton locates aesthetics in our responses and then defines criticism prescriptively as "education of response". So far, so good; but in the paper chase of reference and example that follows, he leads us astray, and back to the kind of critical authoritarianism he has set out to debunk; the difference is that Scruton's variety speaks with an English, rather than a French, accent.



## ARTS

## Day aftermath

The Day After  
ITV, December 10.

The helicopter pilots discuss their plans for the weekend. After a night out with her fiancé, a teenager confronts her father at the foot of the stairs. The doctor's wife tells him, c'mon, honey, let's continue this conversation in bed. Kansas City normalcy, soap-opera style. "For once," my son remarked, "all these clichés are serving a purpose."

Not that the characters had much time to establish themselves: if they had bombed Kansas Landing or Emerald Farm, it really would have been shocking. As it was, the one moment of horror came before the blast, when the housewife at an upstairs window paused to take in the implications of the missiles lifting off towards the Soviet Union. She had about 30 minutes while their government responded to what her government had done (or vice versa). "The war is over, man," said a black soldier, deciding to spend his 30 minutes off duty.

The aftermath was less upsetting, partly because the people had never been real. When I last saw Jason Richards, he was playing President Nixon; now he was a hospital doctor, but nobody seemed to have told him he was one of the good guys this time round. The other reason was simply that television cannot show the full obscenity of nuclear war. It can evoke disaster on a limited scale, with reference to such precedents as *Gone With the Wind*. But as the subsequent discussion in *After The Day After* clearly brought out, if this was ever to happen, it would be much too disturbing for Saturday night viewing. The immediate injuries, the effects of the blast, the burns were hardly suggested, let alone the possibility of a "nuclear winter" in which, after a full-scale exchange, the sun would be blotted out for 12 months, the temperature would fall to minus 23°Celsius, all crops and most animals would die, and the remaining insects that Dark Age is one of the northern hemisphere would be unlikely to survive.

Robin Buss

## Plotless meander

The Holiday. By Jim Morris.  
Liverpool Playhouse, until December 17.

Jim Morris's *Blood on the Dole* was an early success for the current writers-directors regime at the Playhouse. His new play only shows that second success is far harder than first. Four middle-class girls share a caravan while revising for O levels (as they talk more like college students they should have little cause for anxiety). Their ambitions are to be authority figures (PE teacher, social security officer, etc.). Along come four leads on the dole and off we go on a plotless meander of crudely jokey routines and tired symbols. When the play does go anywhere, it is to the most-visited

## Next week

Victoria Neumark on some recent anthropology books; Jane Dorrell on *The Strawberry Hill Set*; Lucretia Stewart on *Eleni*; Brian Morton on Amos Oz; John James on Athol Fugard; Nick Baker on Christmas shows; children's paperbacks; Pastoral care; a special series of articles and reviews.



Titian's "Tarquin and Lucretia"

## Masters from Venice

The Genius of Venice 1500-1600  
Royal Academy until March 11, 1984.

Whether "Christ and the Adulteress" is by Giorgione, Titian or someone else fades into insignificance before its brilliantly orchestrated complementary colours of blue-orange and red-green. A sixteenth-century Venetian would probably have used a greater range of hues, but he would have kept these subordinate to his all-important concept of *disegno*. Not the Venetian master of this picture, however. Here, it is colour itself that builds up form and composition, creating a soft-focus light and shade that suggests a more natural atmosphere and mood than ever before.

In Titian's magnificent "Tarquin and Lucretia", painted more than half a century later, the colour-structure is so subtly assembled that every brushstroke registers a shift in the chromatic scale. This is among the greatest of all paintings, and it is easily accessible to anyone with a responsive, intelligent eye. Titian disdains erudite references and goes straight to the point, making

human gesture and a glistening knife clinch the dramatic tension of imminent rape.

Great erudition may have gone into the making of this exhibition but as a display of painting, sculpture, drawings and prints it will appeal far beyond the confines of academe. From the still slightly shocking physical realism of Jacopo Bassano's "Jacob's Journey" to the psychological tension of Lorenzo Lotto's disturbing "Annunciation", the *Genius of Venice* offers an extraordinary range of human experience and artistic expression.

Inevitably, many of the most famous examples of Venetian art have not been allowed to travel. There is not a single reclining nude by Giorgione or Titian and nothing from Tintoretto's thunderous cycle in the Scuola di San Rocco. But with his huge model for "Paradise" and Veronese's recently restored "Venus and Adonis" and "Cephalus and Procris" reunited for probably the last time, who can complain? It will be a long time before the Royal Academy mounts an exhibition like this again.

Michael Clarke

## India note

It is no surprise that Leicestershire, home of the highly commended schools' symphony orchestra, should be the first county to attempt to provide the opportunity for serious study of non-western instruments, in particular the classical instruments of India - the sitar and tabla. Although Indian music is increasingly a part of the music curriculum in primary and secondary schools (not just in Leicestershire), the county music adviser, Peter Fletcher, feels that without the resources and musical expertise devoted to training our children in western orchestral instruments, Indian music will never achieve the status it deserves.

A visit to India, plus grants from Leicestershire County Council and the Gulbenkian Foundation, enabled Mr Fletcher to invite Professor Chaudhuri, Dean of Music at New Delhi University, to spend four months in Leicestershire to launch the project in September of this year. Since then recitals of Indian music (sitar, tabla and voice/harmonium) have been taking place regularly, and over 4,000 children (not just in areas where there is a concentrated Asian population) have enjoyed high quality performances by experts in their field.

Although Leicestershire could be criticized for importing its expertise when there can be no shortage of UK resident sitar and tabla players, nevertheless it must be commended for opening up horizons for Asian children wishing to study their instruments seriously, and bringing authentic Indian music performed to a high standard into large numbers of schools. Currently there are 3 sitar teachers who offer tuition to 60 children (learning individually or in groups); at the time of writing the initial target of 100-150 pupils is some way towards being achieved. Tabla tuition is also offered.

The Loughborough School of Music plans evening courses and it is hoped that as many as 20 pupils will go on to advanced study. Future plans include the purchase of £16,000 worth of instruments so that children can practise at home, and arrangements for quality instruments to be on sale in the UK. Teachers will be interested in the proposed classroom pack of materials, including songs and music for Indian instruments, to be produced in collaboration with Keele University.

Further details about the project can be obtained from the Leicestershire School of Music, The Rowans, College Street, Leicester. London teachers can attend a workshop on Indian music next term (February 27) at the ILEA Music Centre as part of the Third World Arts Season. Details and application forms from the Music Centre, Sutherland Street, London SW1.

Philippa Davidson



A pupil from William Harvey School

## Reaching out

The project Artsreach has marked the completion of its second year by an exhibition on its home ground, Jacksons Lane Community Centre.

The concept was to bring to disabled young people the experience of creative activity through workshops run by skilled artists. It has now reached all the units for the handicapped in Haringey. Students aged from 5 to 18 with a range of physical and mental disabilities have benefited from drama, movement, drawing and puppetry - activities varying with the skills of

the artists and their perception of needs. The scheme, expanded during its second year, when Capital Radio donated its grant, will continue.

The exhibition of slides, photographs, and individual albums for each group, is by graphics student Steve Kilburn, who has become closely involved with the project. It can be borrowed from Jacksons Lane Community Centre, Arkway Road, London N6. 01-340 5226.

Rachel Blake

## Digestible chunks

Sociology: A New Approach. Edited by Michael Haralambos.  
Causway Press, Ormskirk. 0 946183 02 3.

It cannot be an easy task writing an introductory text for sociology O level: commercially attractive, perhaps, but intellectually, exceedingly difficult. I would have thought that all teachers of the subject but which is particularly acute at O level: how to communicate difficult ideas simply while still maintaining some measure of intellectual integrity. Given that some school subjects, such as geography, make admirable attempts to keep abreast of developments in the field at university level, there are good reasons why sociology courses and the texts written for them should do so too. It would be a pity if all that a student took away from his or her O level sociology studies about Karl Marx, for instance, were the notions that religion is the opium of the people, and that the ruling class should be overthrown and replaced by a dictatorship of the proletariat.

Second, there is the problem of scope. Imagine a text, *Sociology: A New Approach* which claimed, just by the boldness of its title, to provide a definitive introductory overview of the subject. What brave soul would tackle Hannibal and the Hapburgs, Manor Houses and Mussolini, Enclosures and the *Enlightenment*, not to mention problems of historical methodology, all within the covers of a single volume? No enviable task, this. Sociology, being concerned with the study of the organization of human societies both past and present presents an equally formidable task to the introductory text writer.

Facing a challenge of this magnitude, Michael Haralambos and his colleagues have not done too bad a job at all. The chapters are wide ranging in their focus, from general discussions of culture and socialization, social control and social stratification on the one hand, to more substantive discussions

of the family, education, youth culture and crime, on the other. The text is well balanced, readable, and there are lots of snippets of empirical studies to give the student a feel of the kind of work sociologists actually do. It is a pity though that some of the snippets are not more up to date, and that they are only adapted, simplified versions of the original - reminiscent, in this sense, of those abridged versions of classical literature which uninspired English teachers often gave (and sometimes still give) to their first and second year pupils. If O level English students can cope with the sophistication of some real Dickens, one wonders why O level sociology students could not be acquainted with the elegance of, say, the original Durkheim. Too, nevertheless, these faults apart, the idea of using large chunks of existing research remains a sound one, and I congratulate the authors for it.

My only serious quibble with this book concerns the authors' distinctive claim "to encourage the reader to become actively involved with the material" and "to provide a stimulating and effective learning experience". I think they are unlikely to succeed here. Their hopes on this score are pinned on a series of questions appended to the end of each section. But with only a few exceptions, these questions do not encourage criticism and enquiry; only memorization and regurgitation of what is already contained in the book. Little attempt is made to reach out and make sense of the student's own experience - an opportunity missed if ever there was, when there are topics explicitly devoted to such matters as the family and education. This, though, is no more than the usual sad price of O level - the twisting of highly relevant and powerfully contentious issues into easily digested chunks of memorizable knowledge. We might be a little sad, but we should not be at all surprised that Haralambos and his colleagues have failed to break free of this deeply entrenched tradition.

Andy Hargreaves



What have these got in common: an orange, an adder, and a new? All exotic imports to Britain originally? All characters in Lewis Carroll? No, neither of these: originally they were "an orange", "a nadder" and "an ewt".

What happened was that in about the fifteenth century people wrote the indefinite article "a" or "an" as one word with the following noun, such as *anaw* (a man) and *anoke* (an oak), and when the two words became separated, with "a" instead of "an" or "an" instead of "a", as in the three examples here. Here are some more: an umpire was originally "a numpire", an apron was "a napron", a nickname was "an ikenname", and aitchbone (that appe-

ting out of beef from the rump) was "a naitchbone", and an auger, the boring tool, was "a nauger". It is even possible that a nunny is so called since he or she was originally "an innocent" person.

You can find evidence of the original nouns in other English or foreign words. The ordinary Spanish word for an orange, for example, is *naranja*, and "et" is another word in English for a newt, so is related to "an ewt". An umpire is someone who is really "non peer" (from the old "umpire"), that is, he is "uneven" ("peer" meaning "equal" here), so is an imparcial third party. You can see traces of "nap" and "a" in "napkin" and "nap" - and also had (the old word "eke" meaning "also", as modern German *auch*). As for that aitchbone (which some people think was really an "edgebone"), its original form with the *n* can be seen in the anatomical (Latin) term for the buttocks, *nates*.

True, one would have expected the original to have turned into "an orange", since the second letter was a *n* or *n*. There is a nice story that the



Anastasia. The Life of Anna Anderson.

By Peter Kurth.  
Jonathan Cape £10.95. 0 224 02951 7.

On February 17, 1920, an anonymous young woman was admitted to a hospital in Berlin following a suicide attempt. Fifty years later the Supreme Court of West Germany rejected her claim to be Anastasia Nicolaevna, daughter of Tsar Nicholas II, on grounds of insufficient proof. So ended the longest running and most complicated court case this century in Germany. The Anastasia affair is extraordinary in many ways. From the very beginning the "Unknown Woman" (who later became known as Anna Anderson) seemed at times wilfully uncooperative in the matter of establishing her identity. She would not speak Russian, although claiming she could, refused to meet certain Soviet emigrants who might identify her, and



At a Berlin clinic in 1925 and Anastasia with, from the left, Alexis, Maria and Olga in 1910.

## Story of an unknown woman

resisted all attempts to make her testify in court. Yet in spite of this, the German court took her case seriously, largely due to the unflagging energies of her most loyal supporters, who devoted many long years and entire personal fortunes to the cause.

It was the strength of this following that persuaded Peter Kurth of the need to re-examine the facts. In his preface he reveals how his initial theories were gradually dispelled and how he came to see Mrs Anderson, not as the object of a deliberate plot by the Romanov family to disinherit her, but rather as the victim of their human failing - of the stubborn pride and deep insecurity of this scattered group of exiles. Armed with missionary zeal and convinced of a gross miscarriage of justice, the author could have made a direct emotional appeal to his reader. Mr Kurth is, however, well aware of the danger of offending modern sensibilities. In general he allows events to

speak for themselves, describing rather than analysing, and downing the proceedings with a scholarly objectivity and a sense of sentimentality. He rarely attempts to justify or condemn the behaviour of his principal characters, and never addresses the reader directly on the identity question.

Anastasia is a complex story of vested interests and political expediency, often overwhelming for a reader trying to create some order from the mass of contradictory "evidence" that is presented to him, with little assistance from the author. As the sense of inevitable outcome lessens, dramatic tension is heightened and well maintained throughout the book. There seems little question where the author stands on the issue. It is undoubtedly a measure of his detachment as a biographer that at the end of the book I remained uncertain.

Penny Turnbull

## Not a Jesus book

Living in the Time of Jesus of Nazareth.  
By Peter Connolly.  
Oxford University Press £6.95. 19 918142 X.

In the final balance, *Living in the Time of Jesus of Nazareth* is a valuable and informative book. It looks at the social, domestic and political history of Israel in the hundred years around the ministry of Jesus. It takes into account the findings of current excavations on key archaeological sites and is beautifully illustrated. It would be an asset to almost every secondary religious education course and many Christian preachers and commentators would be more informed if they took the trouble to read it.

However, it is afflicted by that dread disease, the double-page spread. To the left of each spread is a chunk of history, to the right an illustrated feature on a topic such as "Domestic life", "Herod's palace at Jericho" or "The Jordan valley". Sometimes narrative and background coincide and the eye travels naturally from left to right across the page; other times there is no connection and the reader is distracted by illustrations or maps irrelevant to the main text. It is in practice very difficult to read the book from cover to cover. Added to this, the index infuriatingly confines itself to names and omits topics: it does seem to have been designed for browsing rather than use.

All that said, it makes for fascinating browsing. It is full of useful reminders, like just how involved Herod the Great

was with Cleopatra and Mark Antony, how war-torn Palestine was in the time of Jesus and how provocative Pilate was towards the Jews. Peter Connolly is as good on people like him as on places, only objective reporting of Roman and Hebrew history as, for example, when attempting to chronicle Herod's infatuations: "Herod continued to marry, perhaps in the hope that he might one day find a wife who actually liked him. In the end he had no fewer than nine wives bickering around the palace. From these he produced an interminable string of children."

It is not a book that glosses over the rather pretty emblems which attended to Herod's personal needs" or the gory details of what happens to an arm or ankle pierced by a nail during crucifixion (all details being supported by archaeological evidence found in 1968). The author's own paintings and photographs illustrate the text most graphically.

This is not a Jesus book. Indeed he figures prominently on only five of the book's 96 pages and emerges as a quiet, liberal pacifist oddly out of step with Jewish domestic customs and wildly out of step with the political convulsions, murdering and torture that formed part of the everyday life of his country's rulers, both native and Roman. Despite the design problems of the book, it is illuminating and ultimately makes clear sense of a chaotic period of history.

David Self

## Funny turn

How To Write Comedy. By Brad Ashton.  
Elm Tree Books £5.95. 0 241 11092 0

Brad Ashton, who has written jokes for two comedians for more than 30 years, says that comedy can be manufactured. He illustrates this by dissect-

ing jokes to show how they are written. His book, developed from many years of his comedy writing school, covers everything from simple puns to situation comedies, and finishes with lists of television markets, both British and foreign, and agents to approach. While giving instruction in how to amuse, the book itself is fairly technical - showing what hard work comedy is. Cartoons by Nigel Pidge are a delight.

Chris Farney

Cecilia Gordon

## PAPERBACKS

Helbeck of Barnisdale. By Mrs Humphrey Ward. Penguin English Library £2.95. 0 14 043 194 2.

Reprinting *Helbeck of Barnisdale* (published 1898) introduces it to a new readership who, even after all these years, will find it a strong story. Characters are firmly and finely drawn, relationships are emotional and the modern reader has the added interest of noting feminine frustrations - murmurs of the coming women's liberation movement. The severe antagonism between Catholic and Protestant is to many still topical. As in *Wuthering Heights* the countryside and the weather contribute much to the atmosphere.

Married Women's Work being the report of an enquiry undertaken by the Women's Industrial Council. Edited by Clementina Black. Virago Press £3.95. 0 86068 410 5.

The Women's Industrial Council investigated the lives of thousands of married women working in Great Britain in the first quarter of the century. It deplored their exploitation, scandalous underpayment and the lack of childcare facilities. Working conditions in factories were appalling. The main text describes typical occupations by region. An appendix gives statistics and case histories which confirm dreadful hardships and grinding poverty. There is a good index.

Enfranchisement of Women. By Harriet Taylor Mill, and The Subjection of Women. By John Stuart Mill. Virago Press £3.50. 0 86068 445 8.

These landmarks in the struggle for women's equality need no introduction or justification. The book is that, with such champions, it took so long for women to win property and voting rights. The Mills wrote three quarters of a century after Mary Woll-

stonecraft (1792). For 30 years John and Harriet were as passionately committed to each other as they were to egalitarianism, so it is fitting that the two books should appear in one volume.

Appeal of One Half the Human Race, Women, Against the Pretensions of the Other Half, Men, To Retain Them in Political, and Thence in Civil and Domestic Slavery. By William Thompson. Virago Press £3.50. 0 86068 450 4.

Concerning content of *Appeal*, there is little that a reviewer can add to a 27 word title. William Thompson collaborated with Anna Wheeler to produce the book in 1825 insisting that much of the writing was exclusively hers. He "thought much about the inequality of sexual laws" but it was she who suffered from them. John Mill's cryptic dismissal of political representation for women provoked this response. The index combines absurdity, irrelevance and gross inaccuracies.



## BOOKS

## But once a year

**The Cobweb Christmas.** By Shirley Climo. Illustrated by Joe Lasker. Hamish Hamilton £4.50 0 241 11053 X. **Spot's First Christmas.** By Eric Hill. Heinemann £4.95 434 94298 7. **A Happy Christmas.** By Harold Jones. Andre Deutsch £3.95 0 233 97606 X. **The Bunnies' Christmas Eve.** By Wendy Watson. Methuen £5.95 0 416 45690 4. **Merry Christmas, Ernest and Celestine.** By Gabrielle Vincent. Julia Macrae Books £4.95 0 86203 146 X. **The Nutcracker.** By E.T.A. Hoffmann. Illustrated by Lisbeth Zwegger. Translated and adapted by Anthea Bell. Neugebauer Press £5.95 0 907234 33 X. **The Christmas Cat.** By Adele Geras. Hamish Hamilton £1.95 0 241 11133 1. **The Night Before Christmas.** By Clement C. Moore. Illustrated by Peter Stevenson. Hodder and Stoughton £4.95 0 340 33048 1. **The King at Christmas.** By Allen Seddler and Joe Wright. Oxford University Press £1.95 0 19 279775 1. **The Story of the Three Wise Kings.** By Tomie de Paula. Methuen £4.95 416 45990 0. **The Christmas Holiday Book.** A Lion paperback. 85p 0 85648 642 6.

"Twas the night before Christmas, when all through the house, Not a creature was stirring, not even a mouse." Having read through this batch of Christmas picture books, I understand why the point deserves such an emphasis. Creatures are stirring all over the place in most of these Christmas: mice, cats, bears, puppies, Yuletide bunnies, and spiders.

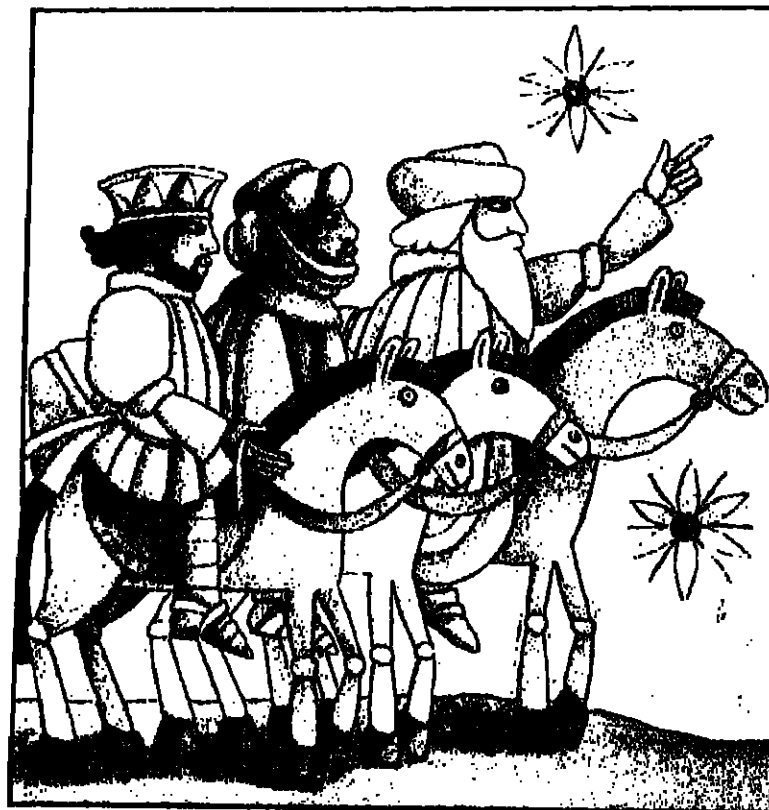
The spiders feature in *The Cobweb Christmas*, an attractive, small, square picture book, which tells the story of Tante, a Befana-like old German woman, who makes Christmas for all the children in the village and for the spiders too. Not only do the spiders spin webs, but they also spin the Christmas story. Father Christmas is the spiders into the cottage to see the Christmas tree.

"Huge spiders, tiny spiders, smooth spiders, hairy spiders, striped spiders, brown and black and yellow spiders and the palest kind of see-through spiders" scurry in. Arachnophobes apart, most children of picture book age should enjoy this complete and comforting short story.

Several of these books have similar and predictable plots. They offer ways for young children to anticipate or relive the best parts of Christmas - its special mixture of once-and-for-all excitement with the satisfaction of the same things done every year. *Spot's First Christmas*, Harold Jones' *A Happy Christmas* and *The Bunnies' Christmas Eve* are all constructed round this simple framework, and none are particularly inspired variations on the theme. *Spot's First Christmas* lacks the rhythmic turn-over quality of the early Spot books, and *A Happy Christmas* is a bland and unremarkable story about Hushy the toy rabbit's trip to the forest on Santa's sleigh. *The Bunnies' Christmas Eve* (a "peek-through pop-up book") is doubly schmalz ("Merry Christmas little brother" whispered Hettina, blinking hard to keep back the tears") and its Christmas grotto-style pop-ups are as dull as the text.

But then something comes along to show that the most familiar story-type can be made to live and breathe again. Ernest and Celestine dragging the fir tree back from the woods, constructing cheap Christmas presents from scrap paper, and ransacking the dustbins for old clothes to furnish up as party costumes, have the genuine, throat-catching, irresistible Christmas magic, and *Merry Christmas, Ernest and Celestine*, with its beautiful domestic interiors, and its triumphant story of a party that succeeds against the odds, stands a good chance of being read all the year round.

Still in mouse country, Anthea Bell's adaptation of Hoffmann's *The Nutcracker* tells the much longer story that is the background to Tchaikovsky's ballet. Lisbeth Zwegger's bold, dark, and somewhat macabre illustrations of Hoffmann's tale as tolerable as possible, but the nightmare seven-headed Mouse King is pretty disturbing, especially when he turns up



From *The Story of the Three Wise Kings* by Tomie de Paula

on your pillow "with his seven mouths open, all red and slobbering". This picture book for older children is beautifully produced. The dense text, however, is for some unaccountable reason all set in italic, which gives a strange effect.

For young readers *The Christmas Cat* in Hamish Hamilton's Gazelle series, offers a pleasing and mildly eventful story with a realistic primary school setting, but with illustrations that are cozier than they need be, and which ignore the indications in the text that this is a classroom with black and white children in it. (Publishers, on the whole, are still dreaming of a white Christmas.)

The mouse that is not stirring in *Spot's First Christmas* is illustrated version of the first old poem *The Night Before Christmas* is asleep in a matchbox bed with its false teeth in a glass on the cotton-reel bedside table. This is a humorous period piece (circa 1956) relishing the much older words, but especially in its affectionate recreation of a classic suburban Christmas of the era. Nothing is missing. Santa's sack holds a Monopoly set, a Hornby engine and a Tommy Steele guitar. The sitting room is meticulous, from the flying ducks to the firebricks. Particularly nostalgic is the rabbit-shaped blanchette that wobbles beside the

British sherry and the biscuit tin on the festive board. Will kids get all this? Probably not, but parents may enjoy the trip.

Finally to three largely anthropoid Christmas books. *The King at Christmas* is a moderately funny short book with cartoon-like illustrations about a Scrooge-like king who is fed up with Christmas humbug. Tomie de Paula's *Story of the Three Wise Kings* is a straight retelling of the traditional story, leaving out unpleasant bits like the massacre of the innocents. Its grave static pictures are as beautiful as this artist's work always is, but the Christmas feeling is much stronger in his splendid earlier book, *Old Befana*. *The Christmas Holiday Book* (which appears to, unlike the holidays begin on December 1) is a paperback busy book for kids - things to paint and glue for every day of December up to Christmas Eve, including prudent touches like preparing cards for your thank you notes in advance.

Reading a great deal of this kind of thing does affect you. The other day at dusk I remarked, in a completely matter-of-fact way, what I took to be a sleigh in the sky - before realizing that it was in fact a low-flying aeroplane with its lights on, making for Heathrow.

Myra Barrs

## Crackers

**A Christmas Carol.** By Charles Dickens. Illustrated by Michael Foreman. Victor Gollancz £5.95. 0 575 03311 8. **Christmas Spirits.** Edited by Peter Haining.

**William Kimber** £6.95. 0 7183 0479 9. **Round the Christmas Tree.** Edited by Sara and Stephen Corrin. Illustrated by Jill Bennett.

**Faber and Faber** £4.50. 0 571 13181 4. **Merry Christmas.** Children at Christmas. **Illustrated by Robin Beckles Willson.** **Illustrated by Satori Ichikawa.** Heinemann £5.95. 0 434 94361 4.

Michael Foreman faced a double problem illustrating *A Christmas Carol*. He had to respond both to the text and to our idea of the text, the text transformed by a hundred and forty years of popular imaginings. For *A Christmas Carol* is one of those rare literary fables which have established an extra-literary reality: Scrooge and his phantoms haunt the Christmas dreams of many who have never read and never will read Dickens's book.

Foreman's brush full-colour plates bow, perhaps, to this public conception of the story. Though executed with his usual skill, they have little to say, and that little is not always congruous with Dickens's descriptions (Scrooge and Cratchit, for instance, are depicted as working in the same room). The closely cross-hatched black-and-white drawings, however, are in intimate, personal response to the text. The tender drawings of the Cratchit family, for instance, give the reticent contemporary reader a quiet sentimental key to the feelings Dickens means to evoke with his expansive and now dated pathos. And many of the drawings emphasize the humour in the writing, working to turn the shiver of fear into the shake of laughter. It would be impossible to read Foreman's *Christmas Carol* as a simple ghost story as Peter Haining would have us see it.

Haining's collection *Christmas Spirits* explores the work produced by later writers in imitation of or homage to Dickens's Christmas tales. Haining's book is intelligently arranged, opening with the tale of "The Goblins Who Stole a Sexton" from *Pickwick Papers* which interestingly foreshadows *A Christmas Carol*, and following that with Bret Harte's *Christmas Carol* parody, "The Haunted Man". Stories by Cruikshank, Jerome K. Jerome, J.M. Barrie, M.R. James and others fill up the volume. But after *A Christmas Carol*'s exact and immediate life it is painfully obvious that Haining's tales, for all their historical interest, are historical. They are dead; not even the ghost of Dickens's vital breath blows through them. The jocular contributions are hollow with the sound of a man laughing at his own joke, and in the horrific ones the creaking is rather of worn-out conventions and ponderous prose than of coffin lids.

Sara and Stephen Corrin's *Round the Christmas Tree*, though aimed at quite young children, will probably prove more satisfying to most adults. These stories by Lelia Bay, Ruth Sawyer, Alison Uttley, Dorothy Edwards, V.H. Drummond and others are often slight in themselves, but they are all admirable vehicles for that warm and pleasurable transaction which takes place between the seated adult and the child on the knee. Jill Bennett's mischievous drawings are just right to be studied from someone's lap.

The authors in both the Corrin and Haining collections evade the religious element of the Christmas festival; even Dickens's real Scrooge's nephew has paid lip-service to "his sacred name and origin" treats Christmas solely as "a good time: a kind, forgiving, charitable, pleasant time". One of the things I liked very much about Robin Beckles Willson's well-judged text for Satori Ichikawa's picturebook of Christmas round the world, *Merry Christmas*, is the way it links the whole business of present-giving and caroling and over-eating to the nativity story. The information on Christmas customs is brief but accurate and lively, and often tied to an activity: we are told how to make Swedish straw decoration or Norwegian gingerbread. The pictures are pleasant enough, though lacking in vigour: the boy and girl pulling a giant cracker above the foreword are typically posed for the picture rather than caught in the act.

Neil Philip

## EXTRA

## RELIGIOUS EDUCATION



Maria führt das Jesuskind zur Schule. (Kunspolger Kallender 1608). From the Würzburg Institute

## Can RE cope with religion?

By Richard Wilkins

The theory and practice of modern religious education may lack something.

That is hard to say after all the work that has gone into RE in the past two decades, and I must first pay tribute to that.

Probably no other subject in the curriculum has been worked over to such an extent, and much creative labour has been spent to refine its educational rationale. The very vulnerability of RE has made its practitioners highly sensitive to new educational insights, to which they have tried promptly to adapt at least the theory of their subject. Charges that it is by nature introductory, and that it is either socially divisive or expressive of Christian arrogance, have all been taken with the utmost seriousness.

Consequently, an educationalist who has been immersed in RE for a few years can find discussions in other subjects highly insensitive. Have teachers of English, social studies, humanities and health education no awareness of the dangers of indoctrination? Have they never heard of the "Goldman factor" of adult concepts introduced too early? Of course they have, but these problems are far nearer the tops of RE teachers' minds than anyone else's.

Nowadays, defenders of RE im-

should be expected to employ.

Now it does not matter whether all Muslims take this line. The point is that some evidently do, and western education is taking a lot on to itself when it legislates on differences among Muslim educationalists, and dictates the personal pronouns which its citizens' children shall use when describing their own faith commitment.

Then consider the pressure of RE's role in community relations with this example, taken at random from a recent agreed syllabus, Religious Heritage and Personal Quest (Berkshire). Among its many excellent suggestions is a list of significant religious figures in the nineteenth and twentieth centuries. Among many others are Mahatma Gandhi, followed immediately by Mahomed Ali Jinnah.

Gandhi, of course, is usually prominent in courses about Hinduism, because he was a powerful religious teacher as well as a founding spirit of modern India. The proximity of Jinnah on the list could be used to teach the differences between Muslims and Hindus, and the anticipated difficulties of Islamic life amid a huge Hindu majority. But a quick look at the list suggests that the compilers are presenting Jinnah as Islam's religious equivalent of Gandhi, which he certainly was not, as if they are operating a Hindu-Muslim quota system of nation-makers to satisfy religious minorities in Britain.

The equivalent feelings of Christians have to be expressed with care. Some Christians in RE today draw upon enormous reserves of guilt about being once been a culturally dominant majority in the population. They need to be very concerned indeed about misrepresentation of the faith in RE before they can overcome their embarrassment at the Queen's being crowned by the Archbishop of Canterbury, and the House of Commons starting its day with prayer.

Nevertheless, there are signs which suggest unease by Christians that Christianity in the classroom is not recognizable as a faith for which people today might give their lives. Leaders of one denomination told me that a survey among teachers in their congregations showed that what they were presenting in class as Christianity showed little resemblance to the Christianity which they demonstrated so fervently in their private lives at home and church. This was not merely in the tone of presentation, but also in the content. Anything likely to make personal commitment an essential part of Christianity was downplayed. So much for the educational aim of RE.

That kind of reductionism is, of course, unnecessary and rightly deplored in RE documents. The fact is that something in the educational aims of RE can make an aggressive and advancing world faith seem like a wet spaniel. The result is that RE might present Christianity as harmless and impotent while the television shows it as a creed for killers. No wonder if children are confused. The community relations aim of RE tends to react to the television image and distort the faith accordingly.

Faced with a world in which Ulster Catholic and Protestant paramilitaries vie for the headlines with Lebanese Christian militiamen, the teacher is in a dilemma. How can he make clear that an understanding of, and even a commitment to Christianity is good for community relations? Obviously, it seems, he could say that Christianity proclaims the brotherhood of all mankind (siblinghood of all people) and

continued

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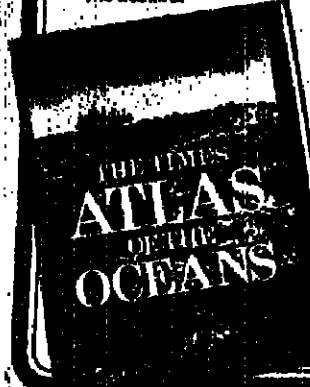
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EXTRA

# Significance for sixth-formers

By Mark Williamson

Most sixth-form tutors would agree that the difficulties of organizing and resourcing a successful sixth-form in recent years have tended to overwhelm such priorities as the creation of a coherent and vigorous General Studies programme which not only preserves a degree of balance between the different curriculum areas but also enables a student to pursue a new interest in some depth and detail.

The acknowledged growth of interest by young people in religion, shown for example by the increasing candidature for external examinations, presents a difficult problem for timetablers and heads of departments alike. However, resources are only one aspect of the problem. There is also the need to construct a course in Religious Studies for post O level GCE students which has both a relevance to the students' questions and interests and which reflects the study of religion as it is now perceived.

Recognizing that teacher contact time may be limited to two or at most three periods a week such a course must combine the need for the intelligible, orderly presentation of material with teaching methods which encourage student participation and discussion.

With almost prophetic insight the University of London GCE Board, introduced in 1975 an Alternative Ordinary Level syllabus which was designed with the needs of sixth-formers and the needs of the subject in mind. The syllabus has proved increasingly popular and the board hopes that the growth in entry for the subject is a recognition that the syllabus as it was originally conceived has a vital role to play in servicing the need.

for "continuing religious studies".

Furthermore, although the subject in this case is religious, the skills expected of candidates are those which are being developed across the curriculum and which apply both to "traditional" and "new" sixth-formers - the ability to see the significance of a question, to use relevant information in making a case, to evaluate an argument or point of view and make a personal judgment and to write coherently and effectively.

The syllabus also encourages the development of certain skills which are specific to Religious Studies - for example, the ability to relate the different phenomena of religion (scriptures, beliefs, worship, ethics) to the context of a particular faith, to identify the cultural influences upon religion, to distinguish between and interpret different types of religious texts, to comprehend an ethical or social problem and to express and evaluate the view taken by a particular faith or religious group.

Inevitably a syllabus for this target group must offer a range of approaches which permit a teacher to give the course a measure of specificity while retaining a recognition of the universality of religion and its relevance to the contemporary world. The University of London GCE Board has met this need by designing a syllabus in three parts. Candidates are examined in one part only.

Part A (Religious Diversity and Unity) enables the candidates to offer two world faiths selected from Hinduism, Buddhism, Judaism, Christianity, Islam and Sikhism. There is no restriction on which two religions may be studied so that schools and colleges can

take into account both the work already covered in years one to five and the interests of the candidates themselves.

There is evidence to suggest that candidates are using the syllabus to extend their knowledge of world faiths and, as in the case of Hinduism, to study their own faith with a measure of detachment and objectivity.

Although one cannot altogether disentangle a faith from its historical roots and cultural context the syllabus does concentrate on the beliefs, worship and social ideas of each faith studied as a living religion in the twentieth century.

The syllabus on Judaism, for example, includes "Islam in the modern world". Direct experience of the worship and social customs of religions represented in Britain is to be encouraged and the examiners attempt to set some questions which give scope for candidates to draw upon their own visits, meetings and familiarity with worship and festivals.

The study of religion must inevitably involve a body of knowledge but the general intention is to encourage a "broad brush" treatment of the central issues which gives the student an opportunity to reflect and discuss rather than a complex phenomenological analysis which hides the living reality of a religion and its impact on the modern world.

Both the second and the third parts of the syllabus are concerned with the application of religion to life's issues and problems. Part B is entitled "Religious Attitudes in Society" and Part C "Religion and the Meaning of Life". Two-thirds of the syllabus is, therefore, concerned with the influence of religious beliefs on ethical and social

questions and candidates can select a study either of questions affecting society as a whole or questions which are more directly personal.

The Board emphasizes that its approach in setting these questions is broadly "religious" rather than narrowly "Christian" and candidates are expected to have made a study of the teaching of the main religious traditions.

In Part B candidates study two sections chosen from social and international harmony, work, wealth and leisure and law and order. In Part C candidates may concentrate on two out of three sections: education and training, love and marriage, and suffering and death.

The growing popularity of this syllabus may well be a result of the board's deliberate weighting of the content in favour of the ethical dimension of religion for candidates who are at a stage when they wish to explore the relevance of religion to world issues and their own personal development.

Religious viewpoints on topical issues are reflected in the papers set. For example, Part B provides for a discussion of civil liberty, censorship of the media, unemployment, strikes, unilateral disarmament and the justification of social and political protest.

The issues in Part C may be described as perennial rather than strictly topical but, like Part B, they reflect the actual concerns or interests of the candidate. Some of the issues included in Part C are religious education in schools, the communication of religious ideas, religion and sexual development, marriage in its social and cultural context, theories about the

meaning of suffering and death and personal survival.

Although RE teachers are likely to be familiar with resources on most of these topics the University of London GCE Board does provide a bibliography which is regularly updated.

There is now a growing recognition that Religious Studies must continue in the sixth-form if students are to receive a balanced general education. A number of specific proposals such as the ill-fated N and F proposals by the Schools Council submitted to the Secretary of State in 1977 have attempted to hold together the needs of the students, the demands of higher education and the integrity, range and rigour of particular subject areas.

It is possible that we will see in the near future renewed attempts to build a new entry gate for higher education which is broader in range than the present system and yet equally effective for the purposes of selection.

Meanwhile attempts to enhance the role of religious studies in the 16-18 curriculum are to be welcomed and the University of London GCE Board's Alternative Ordinary Level syllabus does demonstrate that it is possible to use and develop the concerns and interests of students within a particular subject while preserving generally accepted academic standards.

Mark Williamson is General Education Inspector for Northamptonshire County Council and Chief Examiner for the University of London GCE Board for the Alternative Ordinary Level "Religious Approaches to Modern Life and Thought" - the views expressed are his own.

## Can RE cope with religion?

continued

that those who kill and destroy under a Christian flag are the very opposite of what Christians ought to be.

The error here is to give the impression that Christianity's main feature is the proclamation that all people are part of one family. That is not the central point of the Christian message, it does not explain why Christian killers go so far in the opposite direction, and it does not explain why anyone should take seriously a description about mankind which lies in the teeth of the facts of life.

Christianity presents itself as a way of salvation from the evil which seems inescapable from life as we know it. Believing in an after-life, Christians (note the third person) hold that the hell we see on earth is the permanent and eternal condition of humanity unless, through the mighty acts of God in Jesus Christ, people are saved from it. The alternative, life forever with a Heavenly Father, is glorious beyond our dreams.

This means that Christians will tend to be an intolerant lot. Rival outlooks on life will to them tend to look like dangerous frauds. The countervailing force which balances these tendencies is a belief that all mankind needs Christ, who wants all to receive salvation. Extermination of anti-Christians therefore is the opposite of what He wants. Christians ought to express in their lives the love which a saving God has for everyone He has created.

Without the tragic prelude, Christianity will not be correctly presented to young adults. It is highly debatable, however, whether this correct presentation is good for community relations. Nor can we be sure that it will encourage as of first importance the personal detachment needed for an educational view of Christianity.

RE has a choice. Either it suppresses the power of its religious subject matter; or else, like any other subject, it allows the material to mould the educational methods appropriate to teach it. In other words, it may have to stress the word "religious" as strongly as it has grown accustomed to stress "education".

Richard Wilkins was Head of RE at Bushey Hall, Comprehensive, Watford. He is General Secretary of the Association of Christian Teachers.

## Saintly and unsaintly

**Dictionary of Christian Lore and Legend.** By John Metford. Thames and Hudson, £12.50. The Lion Handbook to the Bible. Edited by D and P Alexander. Lion Publishing, £12.95. A New Dictionary of Christian Theology. Edited by A Richardson and J Bowden. SCM Press, £19.50. A Dictionary of Christian Spirituality. Edited by G Wakefield. SCM Press, £15.00.

Since the past is another country, explorers of Christendom need a guide. Professor John Metford's *Dictionary of Christian Lore and Legend* is a study very lively introduction to a medieval Christianity which is buried but still twitching. Its "lore and legend" (meaning here the background of fable and learning) with us today in phrase, novel, libretto, music, art, monument and cathedral.

The entries start from first principles yet avoid condescension towards the modern browser. Lucid and concise, with no fuss they lead the reader directly from ignorance towards sophistication. Under the heading "Jesus of Nazareth" there is a preliminary assertion that he was the "Founder of Christianity", then there follow two paragraphs deftly describing the main sources for such a statement; finally, there is an alphabetical summary of subsidiary entries, "Abraham", as most people the wrinkled side of 30 have been taught, was "The first of the OT Patriarchs"; but by the fifth paragraph we have advanced to the relative obscurity of the apocryphal *Apocalypse of Abraham*. Any following the asterisk and looking up the further entry "Patriarchs" will rapidly become aware - if he or she is not already - of the need to distinguish this from the adjective "Patriarch". If you find it difficult to resist cross-references, this dictionary gives plenty of scope for wild goose chases. "Goose?" This is a "symbol of vigilance"; but on the other hand "geese listening to a fox preaching, on a misheard, represent credulous people being duped by a false friar."

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Geoffrey Ahern

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# Assessing the affective and the spiritual

Howard Marratt on new possibilities in RE at 16-plus

Whatever the Secretaries of State decide about a common examination system at 16-plus, the flurry of activity in working parties cannot but influence the approach of examiners (and syllabus-makers) to the form and content of secondary school examinations. This influence may also be a delayed but logical climax to the impact of theories of child development and of curriculum objectives on the philosophy and structure of religious education. In other words, the educational concerns which have stimulated curriculum development in secondary schools will now begin to influence examinations at 16-plus rather than be constricted by examination syllabuses and systems.

The HMI Working Papers (*Curriculum 11 to 16*, DES, 1977) and *The School Curriculum* (DES 1981), by which local authorities are encouraged to "test their curricular policies and their application to individual schools" (para 12, op cit) reflect those moves.

Now in religious education which must now be applied to examinations: realism about cognitive and affective and, the identification of forms of knowledge and realms of meaning, variety in the definition of religion, growing interest in skills and abilities, the impact of the social context, the concern for values in personal and social education, and a respect for commitments and for the commitment of others. If these factors are enshrined in primary and early secondary religious education, they ought also to feature in any formal examination system.

Teachers of religious education, therefore, must be aware that they will have to prepare pupils for an examination which assesses skills as much as, if not more than, knowledge. The emphasis on religious understanding in public statements about religious education will now find expression in examination papers which, whatever the syllabus, test pupils' understanding of the nature and practice of religion instead of mainly assessing their ability to recall biblical and post-biblical material.

Moreover, the initial attempt to identify a core of knowledge as a basis for a common examination has been abandoned, partly because of philosophical and educational reasons but also because of the constraints peculiar to this subject. Not only does the use, in any region, of different Agreed Syllabuses provide an uneasy basis in years 1 to 3 for a common core of examination work, but there are resource constraints of staff expertise and available materials. Any economic

constraints will, hopefully, be tempered by the willingness of head teachers to allocate to religious studies for 16-plus the same hourage as for history or geography - and even to compensate for any lack of comparability with those subjects in the lower school, which could disadvantage candidates in religious education as they tackle a formally-assessed curriculum.

Assessment objectives are normally classified under three headings: knowledge, understanding and evaluation. Obviously, any syllabus which concentrates on skills and discourages the acquisition of knowledge would be a disservice to pupils as well as to colleagues in other subjects. But there may be a reduction in the marks awarded for merely factual recall.

It is more likely that the examination will test the selection and organized presentation of the "facts" (events, practices, statements, texts, etc); as every examiner knows, most pupils score badly because they fail to read the question and, therefore, provide material which is correct but irrelevant to the question set. It would be no bad thing if we produced a generation of people who could see through the propensity of religious leaders to answer the questions which people were not asking! And although the examination will have to meet the needs of a wide range of ability it will also provide scope for the third objective - namely the "evaluation" of religious answers and insights.

It is in regard to the second objective of "understanding" that one may hope that the examination papers in a common 16-plus system will reflect a different approach from the current contents of most GCE and CSE examinations in religious studies.

There are two reasons for this. First, since all pupils are to be assessed in relation to the objectives, it follows that if they are to be given a free choice between questions (as distinct from a compulsory set of questions which test some or all of the objectives), each question must test all the objectives. This will require the breakdown of questions (and of marking schemes) into subsections which may stress particular aspects of the overall objectives - which themselves are weighted in broad bands of 35 to 45 per cent each for both knowledge and understanding, and 15 to 25 per cent for evaluation. Each question, therefore, may be divided into sub-sections which test different (or the same) objectives and allow for one word, one sentence or short essay responses.

The second reason for the different approach is that neither narrowness

nor breadth of content is a guarantee of narrowness or breadth of understanding of religion. The aims and objectives of the proposed religious studies make it clear that pupils are to be introduced not merely to the challenging but also the varied nature of religion and its reflection in practice.

Teachers are to promote not only a sympathetic but also an enquiring approach to the study of religion; and candidates will be assessed on the principal beliefs of the religion(s) studied and on "religious and, where appropriate, non-religious responses to contemporary moral issues". Now this means that any question - whether starting with textual material on the Good Samaritan or with stimulus material from a newspaper report or a cartoon - must assess the pupils' ability to understand the position and actions of a variety of people (ritualists priests as well as everyday Samaritans) and, in relation to this example, if requested, articulate the beliefs of the religion(s) involved with regard to suffering or prejudice or forgiveness or practical almsgiving.

Until the specimen papers for a common examination are seen and developed, this may appear as an impossible task. But it cannot be too strongly emphasized that it is not merely a test of cognition; it is just as much an assessment of the realm of the affective and the spiritual which is not necessarily related to a pupils' IQ. What it will require of teachers will be a careful handling of two aspects: the self-identity of pupils who, personally or because of their religious tradition (or lack of it), feel isolated or threatened when dealing with such objectives or such an objective approach.

The other aspect is the need to give candidates a lot of experience in transferring from one situation or text or area or medium to another. But this is a normal part of scientific education or of any creative understanding; for too long religious education has adopted too stereotyped an approach and too limited a range of material (usually textual or historical) through which to assess pupils' religious understanding. No wonder, when faced with other situations and challenges outside the RE lesson or in adult life, they cannot transfer or apply what they have learned for GCE or CSE!

Those who frame the new syllabuses are also aware of the constraints which realistic timetable hourage places on content, if pupils are to avoid a confusing mish-mash. It is not irrelevant to point out that it is of the nature of religion to be particular and specific. Religion, like art and music, is a generality which only becomes significant and effective when one has explored and understood a particular part or expression of it. Its relevance can only be properly appreciated when one has approached a particular person or incident or practice from different points of view and become able to identify and to transfer that which is universal and permanent.

The scandal of particularity which is of the essence of Christmas - that love in general has to be seen in a particular place and time and society, dealing with individuals and groups at their own level - is also a dominant feature of other religions where a person or an experience, mantra or mosque, can be the entrance into and symbol of the whole religion. Teachers and syllabus makers must likewise so select their particular content that it opens the door to one or more religions as a whole, as well as to the skills of understanding and commitment, respect and practice, without which religious education cannot be assessed.

The views expressed in this article are the authors' own and not necessarily those of the examining boards with which he is involved.

Howard Marratt is Assistant Principal, (Academic affairs) West London Institute of Higher Education.



...but I'm thinking about it" Photos: Sally & Richard Greenhill

## Damp offering

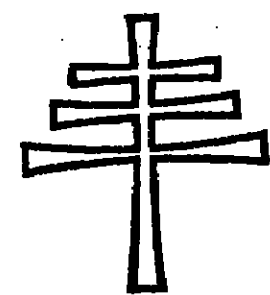
Looking for all the world like a gift pack of three differently scented soaps come *The Little Bible Storybooks* (re-told by Peter Scymour, illustrated by Peter Spier; Collins, 001 383663). The latest example of that totally unnecessary art, paper engineering, the pack contains three matchbox sized cartoons each of which opens up a well-known Bible story. In the pine green box is the Creation, in the hyacinth blue Noah and in sandalwood yellow Jonah.

The full colour cartoons are fun. Jonah's fish is a fish and not a whale as it so often is mistakenly represented, and in the Garden of Eden the flowers pop up just where they are needed to preserve everyone's modesty. That said, the text is distinctly damp if not downright wet and at £4.95 the pack is really suitable only for those with more money than faith.

David Self

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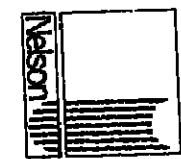
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They're not going to get me to suspend my disbelief!



EXTRA

# Infant possibilities

By Dora Ainsworth

The generally accepted view among teachers of the under eights is that explicit religious education is neither possible nor desirable. It is held that young children are not intellectually "ready" for anything as abstract as religion. Most of the compilers of Agreed syllabuses also share this view. If one questions this assumption, one's attention is normally drawn to the psychology of Piaget. It is pointed out that according to Piaget's findings, young children at the intuitive stage of development are capable only of dealing with the immediate and concrete and since they cannot conceive even simple mathematical concepts even when accompanied by concrete practical experience they cannot be expected to make any sense of religious ideas.

The accepted approach is to arrange activities and experience which will incorporate implicit religious experience. Then by the time the child is well advanced in the concrete or formal stage of reasoning, explicit religious education can be given and because of the implicit prior experience will be more meaningful.

I find this view of both young children's capacities and the educational implications suspect on both psychological and professional grounds. Psychologically because this stage restricted view of children's capacities, perhaps underestimates their true abilities. Recent investigations point to this; Margaret Donaldson's work shows that young children's thinking is far less limited than Piaget's findings suggest. She found that the formal clinical presentation of tasks of Piaget obscured children's real abilities. When children can make "human sense" out of a situation they can deal with it more competently. When the same tasks are presented in familiar language and related to their everyday experience, they are successful.

One example she gives is a task testing children's understanding of the inclusion of a subset within a set. The task asks children to say of a set of five toy cows in which four are black and one is white whether there are more cows or black cows. Children at the intuitive stage cannot usually answer

correctly. However, Donaldson found that if four of the cows were turned onto their sides and the children told that these cows were tired and had gone to sleep and the standing cow was not sleeping so he was still awake the same children when asked the question were there more cows or sleeping cows could answer correctly. They had made "human sense" of the situation.

She goes on to explain that in other tasks apparently irrational answers given by children are frequently examples not of inability to think logically but simply of lack of appropriate experience-linked language. She illustrates this point by reference to a story-based task in which children are required to listen to a story about a seaview walk along a quay and to illustrate it. Frequently, young children responded by drawing pictures of people walking along a key rather than a quay. This she claims is not because the children really believed that people walk along keys but because this was a story and anything can happen in a story. They were using their experience of stories and of the only kind of keys they knew about.

Joan Tough also finds the Piagetian view of children's thinking too limited. She finds that five year old children given adequate language-linked experiences are not tied to the immediate as Piagetians hold, but can use past experience to predict the future. She also finds that children with the richest language background show these powers to the greatest extent.

Jerome Bruner<sup>6</sup> from an extensive study of children would concur with this point. He maintains that language is the main tool of intellectual development and that "once language becomes a medium for the translation of experience there is a progressive release from immediacy."

The common finding from the above studies is that children's thinking is not entirely limited by biological development factors but is influenced and extended by experience and language. Educationally, I think that the decision to rely upon implicit religious education is unsatisfactory because the children are not offered any clear starting points for their thinking in this area.

A parallel might be to offer only

implicit mathematics leaving serious teaching to a later stage. This would be regarded as ludicrous for children only arrive at mathematical concepts by engaging in activities which lead them to acquire such concepts which it is argued will not have to be unlearned as the child matures.

I would argue that the same applies to religious concepts. Jerome Bruner once said that "the best introduction to a subject is participation in that subject". He is convinced that "any subject can be taught effectively in some intellectually honest form to any child at any stage of development."<sup>7</sup> He holds that there is no evidence to



Singing in school assembly

contradict this view and that considerable evidence is being gathered to support it.

The difficulty for the practising teacher is in finding the "intellectually honest form" to present religious topics to children. This problem daunts many teachers for they fear that their children will be misled and because of this play for safety by avoiding direct religious teaching.

It is sometimes forgotten that by doing this they may be just as seriously conditioning the children's attitude to religion. We have all become accustomed to the notion of the "hidden curriculum" but perhaps may not have considered the effects of the "null curriculum" (Elliot Eisner<sup>8</sup>) that is the effect of excluding a study from the curriculum. In so doing the child is deprived of the opportunity to grow in understanding of its existence. M C Bover<sup>9</sup> studying both adults and children in Algeria found "that the lack of pressure to use a particular type of concept" (in childhood) "led to unstable adult learning in this area."

But an honest form can be found. The examples of the Nutfield 5-11<sup>10</sup> projects in mathematics and the Schools Council<sup>11</sup> science 5-13 can be helpful in this respect. Both these projects provide activities which are closely linked with the subject vocabulary. Children at an early stage are helped to acquire the language of mathematics and science and gradually to begin to develop appropriate concepts through acquired language-linked experience. An intellectually honest form of religious education must enable the children to learn the language of religion and gradually to come to terms with religious concepts.

Ralph Gover in *Religious Education in the Infant Years*<sup>12</sup> points out that children at the infant level are not devoid of religious experience when they enter the infant school. He says that religious concepts develop because first crude ideas have been formed. What is needed is not a waiting for readiness but teachers who are skilled in refining concepts.

This would imply that teachers might need to use individual and group teaching approaches rather than whole class methods to allow opportunity for this refining process to occur. As all teachers of this age group know, young children constantly ask questions about everything in their environment and this tendency can be harnessed to ideas. Children need to be presented with situations which stimulate questions and be helped to consider some of the answers.

In practical terms, explicit religious teaching will not be far removed from what is currently called implicit. It will simply involve assisting the children to become aware of the religious dimension. According to many Agreed syllabuses a pre-religious experience held to be important for subsequent religious understanding is the experience of awe. It is true that alone this feeling is valuable for later education in different areas of the curriculum including religion. But if the experience is deepened by assisting children to consider possible reasons for this feeling then they will be assisted to begin the spiral which leads to a mature understanding of religion necessary for the educated person.

Natural phenomena or pictures of the same are frequently used as source material. Allowing the children to absorb the beauty is sometimes held to be enough at this stage. But the experience can become more educational if the children are encouraged, for instance, to relate the beauty of natural objects to that of man-made art.

Over the past four years we have been fortunate enough to make residential visits with our oldest children to Ingelborough Hall, an outdoor education centre in the Yorkshire Dales, funded by Bradford, Leeds, Kirkstiles and Wakefield authorities. We take to the Hall, with the support of its permanent staff, this thematic, curriculum-centred approach, rather than "pursuits-based" activities, which have been more prevalent.

The problem for the four of us concerned was to establish a self-contained theme, to last one week, which is flexible enough for our curriculum needs, while at once stimulating, motivating and uniting the children of the two classes involved. Our solution was to combine Genesis and *Close Encounters*... with the aim of encouraging a careful observation of the natural world.

Our walk on the first evening in the darkness of the grounds, ("if we're lucky we might hear an owl") was turned, with the expertise of a willing brother, armed with concealed loudspeakers, slide-projectors and a huge gaze suspended between trees, into an extra-terrestrial experience.

The benevolent visitors urged the children to look at what man has done to the world since he first lived, and to learn to love everything around them, arguing that "your fathers have failed and your grandfathers have failed."

Once back in the warmth of the Hall we discussed the many accounts of how the world came into being with the children, who returned to the familiar story of Genesis. We "decided" to follow our instructions and use Genesis as our framework for the world as man found it.

On the following day the party split into four groups and started investigations. Two groups chose to investigate darkness and light, ("... God divided the light from the darkness"), the first visiting a cave to experience, probably for the first time, absolute darkness. The cold and damp helped conjure up a world without sun. The second group in the meantime, also armed with clipboards and notebooks, were investigating tunnels in and around the Hall grounds, and noting the effects of light and darkness on comparative growth of plant life.

On the same day another group investigated soils, ("... let dry land appear"), and the influence of its properties on the variety and abundance of vegetation. At the same time the fourth group examined the seeds and fruit of the trees in the grounds, ("... bring forth grass the herb-yielding seed and the fruit tree yielding fruit").

Each of the groups on their return immediately set about recording their findings and experiences, some in writing, some in music, others mathematically, some in paint or chalk or clay, while others carried out scientific investigations on samples collected. The stimulus was strong; the theme continued until their bedtime. The staff continued into the early hours, so that completed work was mounted for display, knowing that the morning would bring fresh areas of exploration.

Footnotes:  
<sup>1</sup> Donaldson, Margaret, *Children's Minds* 1978 Fontana, Croom Helm  
<sup>2</sup> Ibid page 44  
<sup>3</sup> Ibid pages 23, 76, 121  
<sup>4</sup> Ibid page 71  
<sup>5</sup> Tough, Joan, *The Development of meaning* 1977 Allen & Unwin pp 107-127  
<sup>6</sup> Bruner, Jerome S *Beyond the Information Given* 1976 Allen and Unwin, page 349  
<sup>7</sup> Ibid page 413  
<sup>8</sup> Eisner, Elliot, comment made during *Aesthetics in Education* conference at Manchester Polytechnic Sept 1980  
<sup>9</sup> Bover, M C *Culture and Cognition* 1974 Methuen page 332 Edited by J W Berry and P R Dason  
<sup>10</sup> Nutfield Foundation, *Mathematics 5-11* Longmans 1979  
<sup>11</sup> Schools Council, *Science 5-13* Mac Donald Educ, 1974  
<sup>12</sup> Gover, Ralph, *Religious Education in the Infant Years* 1982 Lion Publications page 46

Dora Ainsworth was formerly principal lecturer in Education, Manchester Polytechnic.

# Thematic approach

By Michael Ford with Margaret Dudley, Maggie Whincup and Maureen Pollard

Although the building which houses us is described by the local authority as "of indeterminate age", Russell Hall, as a 5 to 9 first school, is only in its sixth year. The main thread of our development in that time through high commitment to in-service training, through discussions at staff meetings and subsequent changes in classroom practice, has been towards the establishing of an agreed, clearly understood and comprehensive body of curriculum aims. Although clearly defined, these ingredients are most palatable and most easily digested when well blended, and so it is within a thematic approach that most classroom activities are framed.

Over the past four years we have been fortunate enough to make residential visits with our oldest children to Ingelborough Hall, an outdoor education centre in the Yorkshire Dales, funded by Bradford, Leeds, Kirkstiles and Wakefield authorities. We take to the Hall, with the support of its permanent staff, this thematic, curriculum-centred approach, rather than "pursuits-based" activities, which have been more prevalent.

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The benevolent visitors urged the children to look at what man has done to the world since he first lived, and to learn to love everything around them, arguing that "your fathers have failed and your grandfathers have failed."

Once back in the warmth of the Hall we discussed the many accounts of how the world came into being with the children, who returned to the familiar story of Genesis. We "decided" to follow our instructions and use Genesis as our framework for the world as man found it.

On the following day the party split into four groups and started investigations. Two groups chose to investigate darkness and light, ("... God divided the light from the darkness"), the first visiting a cave to experience, probably for the first time, absolute darkness. The cold and damp helped conjure up a world without sun. The second group in the meantime, also armed with clipboards and notebooks, were investigating tunnels in and around the Hall grounds, and noting the effects of light and darkness on comparative growth of plant life.

On the same day another group investigated soils, ("... let dry land appear"), and the influence of its properties on the variety and abundance of vegetation. At the same time the fourth group examined the seeds and fruit of the trees in the grounds, ("... bring forth grass the herb-yielding seed and the fruit tree yielding fruit").

Each of the groups on their return immediately set about recording their findings and experiences, some in writing, some in music, others mathematically, some in paint or chalk or clay, while others carried out scientific investigations on samples collected. The stimulus was strong; the theme continued until their bedtime. The staff continued into the early hours, so that completed work was mounted for display, knowing that the morning would bring fresh areas of exploration.

# Thematic approach continued

The third day saw re-shuffled groups set out again. One group looked at colonization, ("... the earth brought forth grass"), and logged the prevalence of forms of life in reclaiming land from man, in the ruined stable block and overgrown memorial garden. Another, remembering how darkness had meant absence of colour, examined autumn tints in the woods, ("let them be signs for the seasons").

The third and fourth groups examined trees, ("... the tree yielding fruit"), and birds, ("... winged fowl after his kind"), from the ducks on the back to the poultry in the Hall grounds. The quality of the children's observations, and the abundance of their recording had by now multiplied.

Thursday was our final full working day, and once again the party divided. We have found that this pattern, with the smaller groups re-uniting in the evening to report back on respective activities, most successful. The first group visited two quarries, one a working quarry, to examine man's impact on nature, ("... let us make man... [to] have dominion over all the earth"), and the second an aban-

doned one, where the process of re-colonization is clear.

Back in the immediate environment of the hall, a group was carefully collecting and preparing edible seeds and fruits, ("... to you it shall be for meat"), which would form attractive side dishes to the evening's barbecue. The final two groups examined life in water, ("let the waters bring forth... the moving creature that hath life"), comparing finds in lake, stream, fountain and rainbut, and searched for "minibeasts", ("... creeping thing"), and their habitats.

Friday brought our return to school, and a little time in which to reflect on the week's activities. Was it educationally valid? Without doubt. Was it good first school practice? Certainly. Was it exhausting? Absolutely. But had it anything at all to do with RE? Well, certainly our treatment of Genesis, as just one of the stories by which men tried to come to terms with creation, would not please the Fundamentalists, and there was precious little formal hymn-singing and prayer saying about it but, if, like us, your RE syllabus includes aims such as "enjoying the wonder of being alive" and "delighting on the rich variety of the world", you may feel that in some small way we had helped each child to become one who "looks through Nature, up to Nature's God". (Pope)

# Video initiative

By Ray Bruce

The use of video is fast becoming an established educational practice which provides new opportunities for improving the quality and effectiveness of learning and teaching. CEM Video has been set up to explore and develop the potential of video technology in the fields of religious, moral and multi-cultural education.

While serving as the secondary teacher adviser in RE for the Inner London Education Authority, a great deal of my time was spent in responding to requests for material and resources which would engage the interest of the pupils and, at the same time, promote the image of the subject. If pupils are coming to face with the video boom at home and in other subject areas at school, then it is important for the credibility and status of RE that we are able to match what is on offer.

I do not believe for one moment that the development of video technology with specific reference to RE will be the universal cure for all the ills that beset the subject, given its minority or Cinderella status. However, I do feel that the development of video material, along with the expertise that goes with its use, will benefit the subject by improving its status as well as allowing curriculum innovation in as area where this can be sporadic.

Agreed syllabus suggestions and schemes of work produced by teachers reflect the concern to promote and communicate religious expression through the way it is practised in the differing faith traditions. This important "visible" aspect of religions means that there is a need for teachers to have access to professionally produced material which provides such information. It is not always easy for teachers to visit a mosque or a synagogue, for example, yet it is important that RE is not simply tied down to text-books. There are many colleagues who, for a variety of reasons, are not at all familiar with religions but feel the need to "go international". They require basic information in visual form to accomplish such development. CEM Video is providing a series "Religion through the eyes of children" which seeks to explore the basic beliefs and practices of youngsters who are part of a particular faith tradition. The first in the series introduces Islam to the middle and lower secondary age range.

Provision for good video class material that reflects development and innovation in RE has implications for teachers themselves. To what extent can their own level of expertise and professional development meet the challenge of new content and teaching methods? The lack of real advisory provision in a number of authorities, the inadequate in-service facilities pre-

sent real problems for the RE teacher, particularly those who run a solo operation.

The production and circulation of video material can provide an in-service resource which communicates examples of good practice in methods of teaching as well as an up-dating on information and resources, such as the CEM Video's Research Magazine. Such a service is particularly required in the primary field where RE consultants to service the subject in a particular school.

The availability of portable video equipment and some knowledge of its use will enable teachers to embark on local project work. Religious trails, the local church and other places of religious interest can become the focus of video work for both pupils and teachers. Project work where pupils research some aspect of religious interest, script a programme and make a simple video can engage the interest of pupils as well as providing a context for some valuable RE work.

Developing sufficient expertise to embark upon such a venture does not demand a great deal of "know how". It obviously becomes more sophisticated as the interest and commitment of the teacher grows. It is important that teachers wishing to use video have access to information and guidance to help them undertake work of their own.

I have already received a number of letters requesting information relating to specific problems that colleagues have come across in their own video work. This has prompted CEM Video to look into the possibility of some sort of studio centre where teachers interested in using video can attend and learn something of this new technology.

CEM Video is concerned to produce appropriate video material and provide a channel of communication for all those RE teachers interested in initiating and developing video work. CEM Video is an initiative of the Christian Education Movement. CEM provides a forum for curriculum development, in-service training and resource material; it is the ecumenical and professional body concerned with RE at all levels of education.

We are keen to hear from colleagues who have ideas about possible video material and those who might be interested in learning about the use of video.

Ray Bruce is an experienced teacher and writer in the RE field who has just finished two years as the ILEA secondary teacher adviser in RE. He is production director of CEM Video.

# Breaking the silence

Christine Trevett on sex-role stereotyping in RE

The subject of sex-role stereotyping has occupied many pages in educational publications of recent years. Just as some time ago educationists and publishers were being accused of failure to respond to the needs of a multi-cultural, multi-religious society, so now they are being made aware of the effects of these on the curriculum and children's performances.

In one subject, in particular, the problem of stereotyping is exacerbated by the fact that within it, as within the sources used to teach it, there is firmly established and entrenched a view of the nature and roles of the sexes. Indeed, some radical feminists have argued that its very *raison d'être* should be seen to be the determination and perpetuation of male supremacy and the patriarchal order. That subject is religion.

The past 20 years have brought something of a revolution in religious studies. As very many schools have worked hard to meet the challenges of a changing society and of multi-faith classrooms so have textbooks on religions other than Christianity proliferated. Regional Agreed Syllabuses for Religious Studies and source books for teachers indicate that exemplars need not be white or Christian, and as there has emerged an emphasis on the universal character of religion and of religious experience so have Christianity and scripture come less to dominate the curriculum. Though it is a partial one, this has been the first revolution in the teaching of religion.

The second revolution is yet to begin. There is, as yet, little indication that the insights of feminism (religious or otherwise) and of the theology of liberation have touched the religious studies classroom. So unquestioning in their presentation of women (and hence, by implication, of men) are the writers and publishers of two many textbooks in this subject that they go beyond even the usual stereotypes of women as passive recipients of humble enablers.

There is, rather, the eradication of references to women. It is believed not only by means of the ubiquitous "he and she" which render them invisible but also by citing only the male versions of religious terms and titles and through the illustrations which so often do not feature them. It is silence concerning women with characterizes their treatment in too many books for schools. Such silence, in its turn, will serve in determining the self-image of members of both sexes.

Like women in the pews, girls predominate in examination classes in religion. Very many teachers of the subject are women (as advisers they are less in evidence). They, like the men, are perhaps unaware that the materials which have traditionally formed the basis for teaching religion, and the manner in which such materials have been presented, are now being examined critically.

Some writers have questioned of religions as part of that mechanism which determines of society's limited expectations of women, women's limited hopes for themselves and the constraints which men experience also.

Hence, in Christianity and in other faiths in recent years, has come a questioning of long-held assumptions, with the language of theology being reappraised and a new language forged. This offers a challenge to all, whether teachers or those involved in the school, those who believe in the school "act of worship" or those who believe that all language, even religious language, used in schools should be scrutinized carefully.

The suggestion, for example, that the liturgical repetition of God the Father, God the Son and God the Holy Spirit may prove less helpful to many worshippers than, say, appeal to the God who creates, redeems and sustains is deserving of consideration.

For in attempting to promote in both sexes an understanding of or even a positive response to the claims of religions, we need also to take into account: the de-feminization which has occurred within them; the need of both sexes to have role-models, and the fact that it is not helpful to present religion and religious experience as a

universal phenomenon while ignoring the experience of half of humankind, limited though it may be. Such limitations themselves deserve exploration. There is a case, I believe, for looking



afresh at what is said (and is not said) in the religious studies classroom concerning the nature and roles of the sexes. In so doing, the primary sources for religious study (that is, scriptures, significant non-ecclesiastical sources, practitioners of religions invited to practitioners) need to be considered carefully. Such consideration involves dealing with our own presuppositions, some of which will have been occasioned by religion itself. The process is not an easy one. But a wealth of published material on the current debate is available for those who wish to seek its implications for the educator.

So far as sexism and the religious studies classroom is concerned, American literature is ahead of our own and is not easy to obtain. But as for the language of religion, its patriarchy, de-feminization and the denigration of each of the sexes as defined in religions, these and other aspects of the debate figure in a variety of books.

There is the passionately argued radical rejection of religion by Mary Daly in *Beyond God the Father*, in *The Church and the Second Sex* and in *Gyn-Ecology: the Metaethics of Radical Feminism* (this last from The Women's Press, 1979). Written from within the religious fold is the often moving *Dispossessed Daughters of Eve: faith and feminism* (SCM Press, 1981) by Susan Dowell and Linda Hurcombe and from America have come the many works of Rosemary Radford Ruether, including *New Woman New Earth: sexist ideologies and human liberation* (Seabury Press, New York, 1975).

The raising of consciousness in teachers, lecturers, publishers and the like is only a first step. The laudable calls of recent years for objectivity and honesty in approaching religious traditions need to apply also to honesty in discussing the nature and status of the sexes as religions have defined them.

And teachers who can acknowledge the sexism inherent in the language, assumptions and teaching materials of other subjects may indeed find it painful or objectionable even to consider its existence in religions and religious studies. The recognition of such difficulties is part of the process.

Dr Christine Trevett is a member of the Board of Studies for Religious Studies, University College, Cardiff.

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# Education or conversion?

By Peter Connolly

The presentation of an over-simplified caricature of a religion is hardly education. This is where West Sussex County Council, for example, falls down in its educational policy, for the time it allocates for teaching about non-Christian religions can allow little more than the presentation of such a caricature.

With regard to the claim that only Christianity contains the complete truth and therefore deserves to occupy prime place in our RE, it is a view which only seems to be held by Christians, and not all Christians at that. This is a belief which, although it might be true, is disputed by many and cannot be demonstrated to be true by any rational method. Therefore, it cannot be taken as the basis for educational decisions, unless, of course, those making the decisions are acting on the basis of sectarian rather than educational considerations.

When we come to the demand that only committed Christians should be allowed to teach Christianity, the educator naturally looks for the motives which prompted such a demand. Why should some Christians be apprehensive about teachers who do not happen to hold views which coincide with their own perspective on Christian religion? Perhaps it is based on a fear that teachers from other religions will try to persuade the children to join them, or perhaps it is simply based on the fear that non-Christian teachers might misrepresent the Christian religion.

This may well be the case and parents from non-Christian religions share this worry about the presentation of their own faiths. The only solution which could come near to being acceptable to all most parents is to ensure that a high standard of professional training is imposed on

would-be RE teachers and that the history teacher with a few spare periods is not dragged in to fill a gap on the RE timetable. There are many other reasons why people might want to have Christianity only taught by committed Christians and they will vary from person to person.

Nevertheless, for many Christians the issue will be closely linked with the tension that teaching RE often generates for teachers belonging to certain Christian groups: the tension between professional responsibilities and the demand of these groups that Christians use every possible opportunity to "witness" for the faith. Where "witness by example" is felt to be inadequate then "witness by persuasion" is naturally the next option. The question arises, therefore, "Is 'witness by persuasion' a legitimate activity for a teacher in the classroom?" As I suggested above, most educationists would be inclined to answer in the negative. What I would like to add here is that many Christians would feel unhappy about this also if they gave the matter some thought.

Those who feel that only Christianity should be taught in schools, and only by committed Christians are naturally aware that the teacher who is not a committed Christian is unlikely to attempt or be persuaded to attempt proselytization in the classroom. One reason for making these requirements, therefore, could be that they increase the likelihood that such attempts at proselytization occur. This is undesirable, not just because proselytization is incompatible with true education but also because it would distort children's understanding of Christianity.

"Christianity" is not one thing but a classificatory term embracing many "Christianities". Thus, a person can

not really be committed to "Christianity" in the abstract, but only to one or other of the Christian denominations (of course there are some things that all or most Christians can agree on but commitment is usually understood to entail more than this). The committed Christian is thus really a committed Catholic, or a committed Anglican, or a committed Baptist, or a committed Jehovah's Witness and so on.

The demand that all teachers who teach Christianity should be committed Christians is a rather vague one. The committed Catholic is committed to and required to witness for Catholicism, just as the Anglicans, Baptists and Jehovah's Witnesses are committed to and required to witness for their own versions of the faith.

Thus, if committed Catholic or committed Baptist teachers understood their own witness in terms of "persuasion" then some of our children would be guided towards adopting one form of Christianity while others would be guided to adopt another form. This cannot be justifiable educationally nor, I would hope, be acceptable to most parents. In my opinion the only way forward for RE in schools is to put the emphasis on professional considerations.

The teacher guided by such considerations, whether committed to any faith or none, will try to ensure that the beliefs and practices of all religions or denominations are presented sensitively and accurately. In professional terms one has some indication that these aims are being achieved when after a lesson on Islam or the Jehovah's Witnesses, the children say "Miss, are you a Muslim?" or "Sir, are you a Jehovah's Witness?" With this approach all traditions are represented fairly and our children are "educated" rather than "converted".

Peter Connolly is Lecturer in Religious Studies at West Sussex Institute of Higher Education.

## Fish and frills

Stories from the Old Testament. £1.95. 600 20507 X. Stories from the New Testament. By John Bailey. Beaver £1.75. 600 20508 8. People of the Bible. By Catherine Storey. Adam and Eve. 86313 004 6. Jonah and the Whale. 86313 005 4. The Prodigal Son. 86313 006 2. Miracles by the Sea. 86313 007 0. Watts £3.99 each. Methuen paperback £1.50 each. Bible Stories. By Belinda Hollier. Illustrated by Leon Baxter. David in the Lions' Den. 356 09192 9. David and Goliath. 356 09193 7. Noah and the Ark. 356 09194 5. Jonah and the Great Fish. 356 09195 3. Macdonald £1.95 each.

Just how did the fish swallow Jonah and how did Jonah escape? The Authorized Version of the Bible says simply that, "The Lord had prepared a great fish to swallow up Jonah" and, later, "The Lord made the fish vomit him out upon the dry land." How they make sense of this should be a fair test of the latest retellings of the Bible for young readers and listeners that continue to flood an apparently insatiable market.

John Bailey's version for Beaver consists of two full length paperbacks and is an attempt to retell in "simple yet dramatic form" the Old Testament story from the creation to Jonah and the work of Jesus, and of how the apostles carried on his teaching. It is suitable for class use or private reading in the nine to twelve age group, or for reading aloud to younger children. In Mr Bailey's words, "Jonah felt the water close over his head, and he thought he had breathed his last. He prayed to God for the last time, then he woke up. When he came round, Jonah found himself inside something dark, slimy and smelly..." Subsequently, "Jonah felt himself being pitched out of the fish and back into the water."

The Watt/Methuen series consists of separate, 32 page booklets, illustrated in full colour throughout by artists of varying abilities and has a brief text by Catherine Storey. The publisher's press release reminds us that Dr Storey is author of *Marianne Dreams*, a doctor of medicine, psychotherapist, computer writer, natural storyteller and

she lives in Hampstead. She follows the popular but erroneous belief that the monster was a whale (the word whale does occur in the Old Testament but not in the Book of Jonah) and tells her story thus: "Jonah fell through the deep sea. Then he found himself going into the mouth of an enormous fish. It was a whale. The whale gulped, and Jonah went straight down into its belly... and, later, 'The whale heard what God said, and he spewed Jonah up on to a beach.'"

Macdonald's new series of *Bible Stories* is similar in concept but rather different in execution. The first four volumes are all illustrated by hilarious coloured cartoons by Leon Baxter, each a source of positive joy and capable of sustaining several minutes' conversation. The text is described as being "Adapted by Belinda Hollier".

"Jonah couldn't see much in the dark water, but it seemed as if some enormous shape swept up to him from below. Then he felt himself sucked into a tunnel, and hurried over and over until he was dizzy... 'Goodness me!' gasped Jonah. 'Where am I? The sea had disappeared and he was trapped in a warm sticky darkness... And then he realised..."

This Jonah goes on to explore the various smells ("Dead fish and rotting seaweed had a lot to do with it") and he vows never to eat fish again. In the end, God supposes Jonah has learned his lesson and tells the fish to swim to the nearest shore. Jonah sees light through its mouth and creeps up through its teeth. "The fish felt Jonah's feet in its throat. The fish shivered and wriggled and quivered and shook. Then it could control itself no longer. With a noise that shook the sea, the fish sneezed."

There are other delights in this series: Noah and his family exercising the animals on the deck of the ark, young David trying on Saul's armour and the lions pouncing along with Daniel as he sings to God. The text in each book is as easy to "tell" aloud as it is to read silently, each step is carefully explained with wit and subtlety and the significance of the stories emerges without its being laboured. When Jonah does eventually go to Nineveh and finds that God is going to forgive rather than punish his citizens, he is furious: "I knew this would happen!"



he told God, stamping his foot in rage... But God smiled. 'Oh Jonah,' he said gently, 'wouldn't you rather I forgave people when they were truly sorry?'

If my only real criticism of this series is that the writer deserved her name on the covers, I must admit to far more reservations about Catherine Storey's comparatively dull and expensive books. Part of the fault must lie with the illustrations which do little to supplement the text, although the serpent in the garden of Eden does at least have legs until God condemns it henceforth to go upon its belly. The publisher might have concentrated a little harder as well. Each volume comes with a standard map on which are superimposed relevant place names. For some extraordinary reason Mount Ararat appears in the Adam and Eve book while Tarshish and Nineveh are shown not only in the Jonah story but also in *The Prodigal Son*.

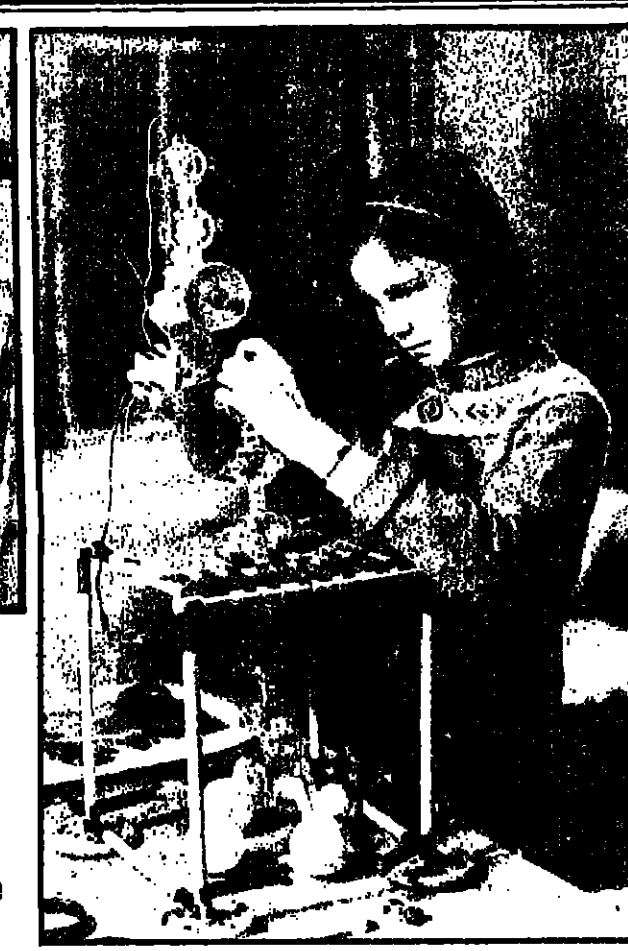
The two paperbacks by John Bailey of course serve a different purpose and, in their own way, deserve a warm welcome. They will be particularly useful to those who want to read aloud to assemblies throughout the middle school age range and a class set would be a boon in many circumstances. The casual reader might be a little surprised by terms like Yahweh (though explanations are provided) but they are the sort of paperbacks you feel someone might actually want to buy and read.

David Self



## Nuts & bolts

Constructive gifts for Christmas?  
Susan Thomas set up a children's panel to test some of the latest construction kits for every age and taste



It should look exciting... so you want to open up and get started

When I was about nine I was given a small box of Meccano. The only thing I wanted to make was an ocean going model of the Cutty Sark. Lifts, cranes, suspension bridges left me cold and when I realized that sea-worthy clip-pers were out I put it away and never looked at it again. There is a moral there somewhere.

Construction kits are big business now. As the promotional literature points out, they teach manual dexterity, creativity, the ability to work in 3D and to follow instructions. This last is always a good selling point with parents and teachers. They also inculcate (leech is not the right word) a number of basic scientific principles.

Small wonder then that they span the home and educational market, providing, if you look hard enough, a kit for every age and taste.

Recently with the help of a panel of testers aged 1-14, I tried out a number of the latest kits. Some were old favourites in new guises - others new, high tech designs. The panel produced its own set of guidelines.

"It should look exciting... so you want to open up and get started. It shouldn't be too stiff. Some of the kits even the grown-ups couldn't pull apart," Maria, eight.

The instructions should be really clear... with little enlargements of the tricky bits

"There ought to be enough pieces to make plenty of models, not just the one or two on the box," Robert, 11. The instructions should be really clear... with little enlargements of the tricky bits. And you ought to be able to buy small packs of spares or extra bits," Sarah, 12.

Additional suggestions from parents included attention to safety - nothing too small, sharp or brittle for the tines, packs which encourage tidiness and realistic age indicators. "Just because your child can put a nut on a bolt doesn't mean it can build a crane. By the time it can, most of the pieces are lost." Staying power, vital in view of the cost, was directly related to versatility, they felt.

We divided the kits into three groups to test them. Under Fives, Juniors and Teens. The classic designs spanned the age groups. Starting with the pre-school boxes we tried Fischer Toy's Rattle Block

and Trailer (£10.95), the Lego Duplo Play Crane (£11.35), the Easy Builder (£6.99) from Early Learning Centre and Basic Builder 3 (£10.70) from Galt Toys.

The Rattle Blocks were a great success, from baby to gran. Hollow, matt-finish, coloured plastic bricks, they come in all the classic building shapes - squares and rounded pillars and blocks, arches, rectangles and fractions thereof. The rattle is supplied by the beads inside. This makes them nice to shake, nice to knock over and, because they are all bottom-heavy, easy to balance. The four tiny, pyramidal people were worked to death driving the trailer, guarding castles and playing house.

Because the Play Crane is based on Jumbo Lego, it can easily be incorporated into bigger developments. It has a sturdy A-frame base, several basic bricks, a working crane boom, complete with hook, string and handle, a lorry, two ripper units and a plastic man with a smile, hard hat and shovel. Julie three, Laura seven and their dad were all very complimentary.

The Easy Builder (two to eight) won no votes from the small fry. In spite of the bright colours and maybe because of the puzzled expression of the girl on the box, they did not even open it until some older cousins arrived. They used the chunky, interlocking ladders, beams and fitting wheels to make the designs on the box. "But it is useless making a kit with only two wheels and there are too many things you can't do with the pieces," Robert, 10.

The Basic Builder (three plus) was a disappointment too. A big box at a relatively low price, it promised much. The cover shows cranes, trains and carousels built from Meccano-like pieces of coloured plastic. The testers (six to eight-year-olds, the tines had given up after a few minutes) found that when they had battled with the flash on the nuts and bolts the crane could not wind up its load, the carousel could not turn, it only produced static designs.

By this time we had moved into the middle age group with Reo Click (£16.48) and Capsela (£7.80 and £17.29 both from Hestair Hope), the Legoland Police Station (£17.65) and the Fischer Technic Starter, and Gear and Motor Kits.

It is useless making a kit with only two wheels

Reo Click - a bagful of yellow, red and blue poles, wheels and swivelling, snap-on the bars - a sort of miniature, plastic scaffolding, looked uninspiring. Not so James 8 and Emma and Gordon, both 10, found a thousand creative uses for it - a mobile folding bed, an all weather shopping trolley, a space station. The only problem - some of the pieces were stiff to dismantle.

Perhaps most exciting of all the kits was the new Capsela range. Two boxes (150 and 400, £7.80 and £17.29). Designed for space age children, it uses linking, hollow spherical modules to carry the motor, gearing and drive shafts. It has wheels, floats and propellers. Emma and Sarah, 12, played with it for seven hours and had to be sent home.

The people who did the photographs hadn't tried the models in water. Their design sank - ours floated

The instructions were clear and well illustrated. The girls made motorized robots, swamp buggies, zany cars. The best part was being able to make water vehicles. The only problem was the fact that the people who did the photographs hadn't tried the models in water. Their design sank - ours floated! Though intended for the seven plus age group, the under 10s had problems with wiring and gearing. Having said that, Capsela is ideal for fairly careful, imaginative youngsters.

The more imaginative the child, the more he or she seems to delight in knock-knackery. Thus the Lego and Police Station, a "regular Lego" kit complete with base board, police car, motor cycle and helicopter, was all the better for its minutiae - telephone and computer in the control room, flowers, radar, even tiny signalling paddles to fit the tiny policeman's tiny hands. "The instruction book was very good - the only difficulty was finding the right pieces among so many. Playing with it is as good as making it."

By the time you reach the high tech end of the construction business, you're into the additive stuff with Lego - and Fischer - Technic. Here the age guide seemed generally optimistic. The Lego Technic Tractor (£29.95) was recommended for the over 10s but my testers, aged 12, both careful and methodical creatures, were stretched to build it.

Lego Technic looks like and is compatible with regular Lego, but is as full of holes as a sieve. The holes admit axes bearing couplings, universal joints and gears - plain, planetary and differential. There are rack and pinion mechanisms, steering mechanisms, the whole McCoy.

Sarah and Tim, both new to the kits, were impressed. "The instructions were quite good, but sometimes a view from the other side, or more colour or shading would have made things easier," said Sarah. They were attracted by the other kits in the range, including a car chassis, fork lift truck and recovery vehicle. "Very expensive," said Tim. "But you can build more than one thing so it's worthwhile. You learn quite a lot about mechanics."

If our fathers were here they'd be trying to take over

They were impressed by the apparently limitless technical possibilities and keen to try more. It is not hard to see why some I.e.e.s advocate the use of Fischer Technic for CDT departments from 8-18. It is ideal for budding technocrats.

Nearly all the kits promised hours of valuable play but probably most needed a little adult intercession in the early stages. They were, however, sufficiently attractive for this not to be a problem. Quite the reverse. "If our fathers were here," said one girl, "they'd be trying to take over."

Many of the kits are also supplied by distributors other than those mentioned in the text and most are available from major stores.

## TEACHING CRUELTY

Many children - and teachers - are opposed to the use of animals in teaching biology, although millions of animals are still killed for dissection in British schools every year. Children are taught that it is wrong to mistreat or kill animals, yet confusingly their natural affinity with animals is ignored when it comes to dissection. Many teachers agree that the suffering and waste of life is unnecessary as diagrams and films can supply all the information needed for the subject - dissection is protected by outdated exam regulations. With your help this outdated cruel practise can be outlawed now. Please join our campaign and stop the senseless waste of animal life and the desensitising of children's attitudes to animals.



British Union for the Abolition of Vivisection  
16a Crane Grove, Islington  
London N7 8LB 01-607 1545

## RU/AGAINST ALL ANIMAL EXPERIMENTS

- I would like to join the RUAV
- I endorse the object of the British Union for the Abolition of Vivisection
- I would like to support you and enclose a donation
- Send me some information

I enclose cheque/P.O. payable to RUAV for

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Address

Telephone

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Date

Please send to RUAV, 16a Crane Grove, Islington, London N7 8LB 01-607 1545

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## Make the most of FILM and VIDEO

Choose from a wide range of subjects such as: retirement, bereavement, stillbirth, stress, divorce, drug rehabilitation and violence.

Ideal as material for study and discussion groups, these programmes are available for hire or purchase on 16mm film or video cassette. CTVC religious productions are available on free loan.

For more information, please contact:

CTVC Film Library

Dept. TE, Foundation House

Wotton Road, Bushey

Watford WD2 2JF (Tel: Watford 354444)

CTVC



## RESOURCES

## notes

## CES SHIFTS TO ACORN

ICL's Computer in Education In School Project, which produces courses for computer studies, has been transferred to Acorn Computers, manufacturers of the BBC Micro and allied software. Among materials produced by the Project are a CSE and GCE computer studies course, which includes software simulations of several computer applications, and "Living with Computers", which consists of a series of books, software and activity sheets for information technology courses for 11 to 13-year-olds.

CES expect their Newsletter, their regional advisory panels' assistance with in-service training courses and other activities to continue. CES are now based at Acorn CES, The Hermitage, Bath Road, Taplow, Maidenhead, Berks SL6 0AR.

## OLD VIC

Following its successful audiocassette histories about Kings and Queens, Shakespeare, and Westminster Abbey, Soundclat has now produced a cassette telling the story of the Old Vic, from an industrial dispute on the opening night in 1818 to the present day.

The cassette lasts 92 minutes and is in stereo. It features Judi Dench and Robert Hardy as some of the leading personalities, as well as Sir John Gielgud's personal reminiscences and an archive recording of Lillian Baylis. It makes fascinating listening to any student of the theatre.

Priced £4.45, it will be available in record shops from January or by post now from the Old Vic, Waterloo Road, London SE1 (post and packing 30p).

## Interactive epic

In the developing story of interactive video, Jacquetta Megarry reports on a recent conference on the state of the technology

EPIC's Third Annual Interactive Technology Briefing the week before last assembled a high-powered collection of presenters and 140 delegates packed out the conference centre for two days. It provided an efficiently run and well-documented opportunity to take stock of the state of interactive video.

Many of the speakers were clearly hardware enthusiasts, and some of the presentations were strong on whizz-bang pyrotechnics, weak on strategic and educational thinking. There can be few fields where the technology has so far outstripped our capacity to apply it wisely.

The discs developed so far mainly apply the technique to marketing, sales or archiving. Of those speakers who were using interactive technology for training, several seemed trapped within the assumptions of traditional programmed learning in the 1960s; video snippets are followed by multiple-choice questions with pre-determined routing to the next snippet dependent on the trainee's response or response history. Several speakers stressed the importance of sequence on the master disc, as if there was a single and predictable best route.

The only mainstream educational material on show was the delightful *Start Here: Adventures into Science* series developed by Peter Morley, the award-winning documentary programme maker. Although produced for Thorn-EMI's new VHD videodisc, the programmes have also been transmitted in "linear" form by Channel 4, where they attracted unprecedented audience reaction. Each programme sequence is followed by a reference section which functions like an animated visual encyclopaedia. The



videodisc is currently being evaluated in five London primary schools by an independent team from North East London Polytechnic headed by Colin Mabey of the School of Education and Humanities.

The potential significance of this experiment is considerable. It is based on the newly-arrived VHD system (see Barry Fox's article *TES*, December 2, which represents the first real alternative to the high-cost hardware-driven approach of Philips LaserVision, and seems much more likely than Philips to respond to the needs of the education system. The possibility of low-cost entry into the videodisc player market means that more educational institutions can embark on the learning curve.

A college with access to a suitable videodisc material would only have to spend £500 or so to start experimenting with full microcomputer control of the VHD disc player. If the college had suitable video material to an acceptable standard and good editing facilities, it would need only a further two or three thousand pounds to dabble in interactive videodisc production.

There is not likely to be a rush to dabble, however, unless some enlight-

ened agency is willing to take a risk. The problem is intractable: there is hardly any material on disc that is suitable for British curricula and British colour standards.

Developing such material is expensive and needs specialized skills. No one is likely to commit enough time and money to such a project unless they know which system to standardize on, and are confident that there will be a market for their products. The whole area is a minefield of incompatibilities, that both includes and overshadows the compatibility problems of microcomputers. The lack of discs will continue to inhibit the experimentation without which educationalists will never grasp the medium's potential.

Interesting work at the Open University has been done using existing videotape, as Diana Laurillard explained (*TES*, October 21). Useful though videotape may be as a temporary medium for experimentation, it has important practical limitations for exploiting the interactive potential. In any case, ideally video material would be shot specially for interactive use, and then the video production costs will probably outweigh the disc mastering costs.

As videodisc player and mastering costs come down, the days of videotape must surely be numbered. In the meantime whatever the pros and cons of capacitance versus optical discs (and these are finely balanced, depending on the application), the technology is moving so fast that the relative advantage could change or both systems might be superseded. Meanwhile, it is urgent that educators should develop some expertise and the capacity to identify and publicize their needs to the manufacturers.

Carolyn O'Grady

## Catalogue

Griffin and George, suppliers of scientific equipment for schools, have produced their first computer catalogue containing information on hardware, software, accessories and interfaces. Griffin supply the Sinclair ZX80, ZX81 and ZX Spectrum microcomputers together with the BBC Micro, Acorn Electron and the Dragon 32. Interfaces and accessories include a desk console designed to hold the computers, a 16K memory expansion box, printer, power supply unit, cassette recorder and pencils.

There is also a Centronics interface which enables the Spectrum to be linked to a full-width printer for word processing (the Sinclair printer is too narrow for this purpose); and the general purpose I-pack interface for the Spectrum and BBC Micro which is supplied with software. The interface can be used for monitoring experiments where the equipment has an analogue output. Any analogue voltage between 0V and +2.5V can be converted into digital form.

Also included in the catalogue is the Griffin Robotic Arm described as a low-cost (£434.00), ready built arm which has five axes of rotation: base, shoulder, elbow, wrist and three finger grippers. Accompanying software is available for the most widely used microcomputers.

The Zeaker Turtle is a battery operated box-like robot (costing £119) which has two separately driven wheels, and touch sensors to indicate if the turtle has collided with other objects. It also has a retractable pen which can trace its path on a sheet of paper.

Among colour monitors and televisions is the CRB-529-010K, 26-inch remote control television which can be used with a video recorder and computer to give a Griffin-extraordinary good resolution with each. They claim that it would be particularly useful in primary schools where one television is used for many purposes.

Carolyn O'Grady

## A good story

this spectrum by backstage conversations between Dickens and sundry visitors, and at the other by contemporary photographs of London as it was in the mid-nineteenth century.

Produced and directed by Noel Hardy, the ambitious exercise is in many ways a resounding success. Julia Jones's script avoids the most obvious "educational" pitfalls by keeping the "discussion points" dialogue to a minimum. "Is Biddy too good to be true?" asks a member of the audience. "Where would you find a woman like that?" asks another, of Miss Havisham. (That question gets a pitifully informative answer, about Dickens having begun his career as a reporter.)

"You're not bored?" a mother anxiously asks her son. "No, it's a good story." (Well, these days that seems a necessary question to make. "Serious" British theatre is still hung up on puritanical notions about entertainment.)

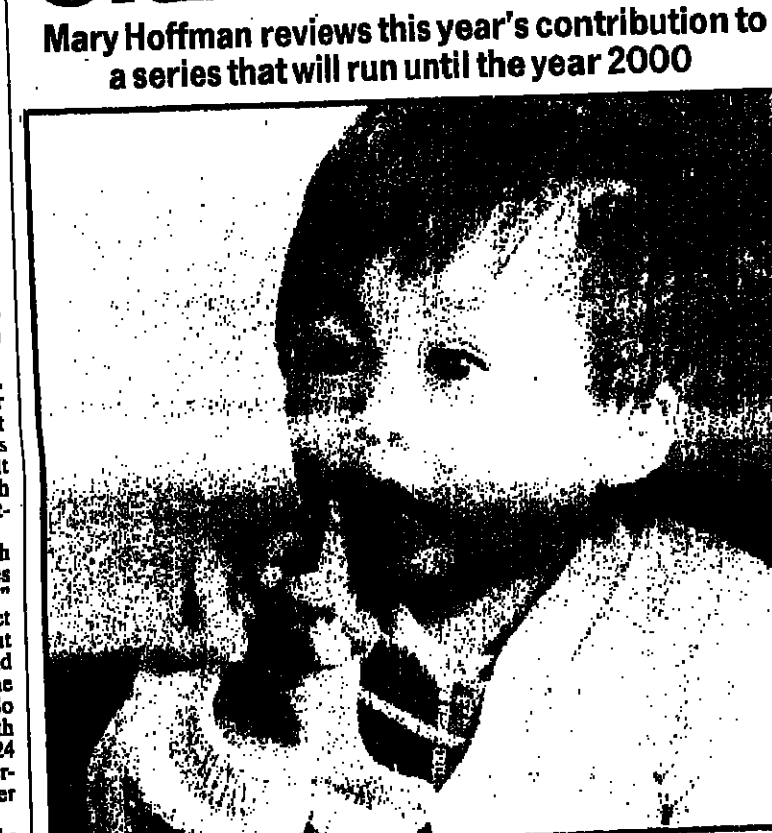
At another "educational" level, the writer is briskly plied with questions about his art ("which came first, the story or the people?") and about social problems. He inveighs against the oppression of the poor; he fumes over the paucity of schooling and the absence of effective public sanitation. He talks happily of his delight in swaying audiences, his fascination with the mentality of criminals and his detestation of public executions.

This Dickens, played by Gordon Whiting, is remarkably convincing: all that is lacking is that luminosity of gaze which those who met the original always remarked upon. Some of the scenes from the novel are as vivid as the best of the BBC's classic adaptations for Sunday afternoon, which is saying a lot. Maria Charles's Miss Havisham, with cadaverous face, manic eyes, and cobweb-like accretions to her wedding dress, is unimprovable;

Michael Church

## Citizen 2000

Mary Hoffman reviews this year's contribution to a series that will run until the year 2000



The production team are anxious to avoid stereotyping their families, though, and concentrate on the personal experience of the mothers, the conflict or balance between the baby's needs and their own needs, financial or otherwise.

The last of the present batch of *Citizen 2000* programmes goes out on

January 8, when Aidan McFarlane will talk with all the parents of the 15 one-year-olds. That will give the Dads, who were so impressively caring and involved with their babies in the introductory programme, another chance to influence the nation in equal sex roles. Let's hope the citizens of 2000 won't need that.

Martyn, born in May last year. Ten months later Sandra, who is black, was still living in the small hotel room in Paddington, provided by the council. It has no room for any of her personal possessions - just essential baby equipment and a television.

There wasn't any room either to put Ross down on the floor to play or crawl. "I'm so wound up all the time I can't relax," said Sandra, whose hair was beginning to fall out. Her solution was to go back to her job in a bank and leave the baby with a childminder during the day.

Kym, living in an East End block of flats, had the space that Sandra lacked but felt frustrated and lonely. The baby would get bored and grizzly and so would Kym. She hasn't gone back to work and keeps herself and John Martyn on social security.

But by the end of the programme, things have cheered up. At least for Sandra. Brent Council find her a flat and her boyfriend, Ross's dad, moves in. Sandra's problems seem to melt with the relief of extra space in which to construct her life. "Anything's better than that grotty hotel!"

But Kym, still only 20, has not much to be hopeful about. "All the blacks I've been out with have been creeps," she says cynically. She has no contact now with John Martyn's father. But Kym's mother is a great support and often looks after the baby in the evening so that Kym can go out. So Kym consoles herself at the pub, with friends, taking a break from the 24 hours-a-day responsibility that overtook her before she was out of her teens.

On New Year's Eve the series looks at a question facing most contemporary mothers. In *A Woman's Place*... we'll see how those mothers in the group fared who chose to stay at home and how the feel who chose to stay at home. The range is great, from little John of Toxteth, who has never had a job anyway, to Diana who returned to work at Sotheby's and has a live-in Nanny.

## VIDEO

Zoo Animals in the Wild

Coronet Video

Format: VHS

Four cassettes, three films on each tape.

Price £38.00 each

Available from Viewtech, 122 Goldcrest Road, Chipping Sodbury, Bristol

In some Jungle Book Disneyland where the lemur, "Smart little mammal of the trees", frisks and the noble elephant takes his dustbath to the accompaniment of tipsy trombones, where lions have manes and tigers don't (Thank God for that or how would we tell them apart?), Coronet hired a child with adonoids and a totally upward-inflected voice to read its cue scripts about the lives of zoo animals in the wild.

Poor animals, not only do we hunt them down, destroy their habitat and cage them in zoos but now we also have to turn them into animated versions of cuddly toys for the soft educational market. If you are aged six to ten and have never heard of wild animals before - and, alas, I suppose this might come to be more and more likely - it is just possible there might be some educational value in these videos.

We can learn, for instance, that the

## Low-down

lion is African and the tiger Asiatic, that baboons are monkeys though they do not live in trees (but "they do pretty well in trees, after all, they're monkeys"). "Beavers always live near water because they're water animals", "the pelican egg has a tough shell but that doesn't keep the chick from hatching out".

It's a relief to be given the low-down on Nature's little mysteries in this fashion. And the script never fails to remind us of pertinent details - the usefulness of the elephant's trunk, the pouch under the pelican's beak, the wideness of the hippo's mouth. It's all in a peculiarly congratulatory style that points out natural wonders. Isn't the ostrich silly? And, aren't those bears naturally so curious?

What Jack Hanna, a zoo director, was doing when he advised on these programmes I really wonder. Perhaps the worst sequence is when we are shown tiger cubs "playing" with a spiny badger, as "practice". What could be an interesting individual point become trivialized and vapid.

Victoria Neumark

## Cultural heritage



"Heritage '84", the theme by which Britain is being promoted overseas this year, will provide schools with a varied string of exhibitions and happenings.

Celebrating 150 years, the Royal Institution of British Architects is also staging its own festival from May onwards. This will include urban trails, historic walks and tours of buildings not normally open to the public. Many buildings will also be floodlit for the first time.

As one of its contributions to the year, the Arts Council is staging a major exhibition of English Romanesque Art, 1066-1200. A vast array of stained glass and sculpture from 40 cathedrals and churches is being brought together to show the fusion of Norman with early English styles, and there will also be many rare items from British and foreign museums, including manuscripts and tiles. It will be at the Hayward Gallery, London, from April to July.

Among the anniversaries is Worcester Cathedral's 900th. A programme of special events there culminates in the Three Choirs Music Festival, Europe's oldest, in August. They will include a performance of the "Dream of Gerontius" by Elgar, the son of one of the organists, who died 50 years ago.

Exhibitions and concerts will be marking the death of Dr Johnson, 200 years ago, and John Wycliff the preacher, 600 years ago, while a Dellus festival in October is Bradford's principal contribution to the year.

The 40th anniversary of D-Day centres on Portsmouth in June when Operation Reunion takes place. There are displays at the admiralty, the Royal Naval Museum, Blandford and a series of displays and workshops at the Portsmouth Industrial Heritage Centre, Wrexham.

Exhibitions of antique Wedgwood pottery (May to October in London), dolls houses from all over the world (Longest House, July to October in aid of the Save the Children Fund) and how the Duke of Argyll moved the town of Inveraray in 1743 to build his castle (April to October) have also been promoted by the Heritage theme.

Gillian Thomas

Details of the Festival of Architecture from the RIBA, 66 Portland Place, London W1. Heritage London fair for teachers February 14 at the Barbican. Canoe details from the London Tourist Board, 20 Grosvenor Gardens, London SW1.

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## MEDIA

## briefings

radio & tv

### Christmas highlights for children

## LISTENING CORNER

(Monday-Friday 13.55, VHF 4) This series continues through the holiday with Frankie Howard telling stories of Mr Loopy and Mrs Snoopy to very young listeners.

## JACKANORY

(Monday-Friday 16.45, BBC1) Jan Francis returns to "Jackanory" to read the story version of J.M. Barrie's play "Peter Pan".

## THE ADVENTURES OF TOM SAWYER

(Boxing Day 12.30, C4) 1938 film of the Mark Twain adventure story produced by David O. Setz with Tommy Kelly as Tom Sawyer.

## THE WIND IN THE WILLOWS

(Tuesday, December 27 17.30, ITV) Described as a meticulous re-creation of Kenneth Grahame's classic, this film by Cosgrove Hall uses sophisticated animation technique. It could be a highspot for many children this Christmas.

## SILAS MARNER

(Tuesday, December 27 18.45, C4) To follow up the success of last Christmas's "The Snowman" (repeated on C4 on December 29), Channel 4 has commissioned a new animated film from prize-winning British animator, Alison de Vere.

## THE ADVENTURES OF HUCKLEBERRY FINN

(Tuesday, December 27 10.35, C4) 1939 screen version of the Mark Twain classic starring Mickey Rooney.

## BLUE PETER REVIEW OF THE YEAR

(Thursday, December 29 17.10, BBC1) A look back at the year with interviews with Torvill and Dean and a Margaret Thatcher voice-alike.

## THE SOOTY STORY

(Thursday, December 29 16.45, ITV) Documentary on Sooty's 33 years in show biz, beginning with his discovery in a second-hand shop by Harry Corbett.

## FORTRESS FALKLANDS - A CHILD'S EYE VIEW

(Friday 30 16.45, ITV) Documentary on the lives of Falklands children and the effects of the war.

## FAMILY TREES

(Wednesday, January 4 17.15, ITV) Start of 12 programmes which trace the history of a family.

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## SECONDARY C.D.T.

continued

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## METROPOLITAN BOROUGH OF SEFTON

## EDUCATION COMMITTEE

## ATNASH HIGHER SCHOOL

Atnash Road, Atnash, Sefton, Merseyside L34 2BQ

## TEMPORARY TEACHER OF C.D.T. (Scale 1)

Required for January 1984. Salary Scale 1, 152122. Applications by letter to the Headmaster, enclosing curriculum vitae and references, to the Headmaster, Atnash Higher School, Atnash Road, Atnash, Sefton, Merseyside L34 2BQ. Closing date: 3rd January 1984. (152122)

## English

## Scale 1 Posts

## BEDFORDSHIRE

## SOUTHERN AREA

## LEA MANOR HIGH SCHOOL

Lea Manor, Luton, Bedfordshire LU1 3JH

## Headmaster: A. Brown

Required for January 1984. Salary Scale 1, 152122. Applications by letter to the Headmaster, enclosing curriculum vitae and references, to the Headmaster, Lea Manor High School, Lea Manor, Luton, Bedfordshire LU1 3JH. Closing date: 3rd January 1984. (152122)

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## EDUCATION COMMITTEE

## DARTFORD DIVISION

## HARTFORD SCHOOL

Hartford Road, Dartford DA1 2BQ

## TEMPORARY TEACHER OF

## ENGLISH (Scale 1)

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## English

## Scale 1 Posts

## BEDFORDSHIRE

## SOUTHERN AREA

## LEA MANOR HIGH SCHOOL

Lea Manor, Luton, Bedfordshire LU1 3JH

## Headmaster: A. Brown

Required for January 1984. Salary Scale 1, 152122. Applications by letter to the Headmaster, enclosing curriculum vitae and references, to the Headmaster, Lea Manor High School, Lea Manor, Luton, Bedfordshire LU1 3JH. Closing date: 3rd January 1984. (152122)

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## HILLINGDON

## LONDON BOROUGH OF

## HILLINGDON

## BARNHILL SCHOOL

Barnhill Road, Hillingdon UB4 8JH

## TEMPORARY TEACHER OF

## ENGLISH (Scale 1)

Required for January 1984. Salary Scale 1, 152122. Applications by letter to the Headmaster, enclosing curriculum vitae and references, to the Headmaster, Barnhill School, Barnhill Road, Hillingdon UB4 8JH. Closing date: 3rd January 1984. (152122)

## English

## Scale 1 Posts

## BEDFORDSHIRE

## SOUTHERN AREA

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